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ABSTRACT

This competency based curriculum guide is designed to give teachers an insight into the tasks necessary for students to be trained for employment in a photo-offset printing shop. The guide contains 127 task sheets grouped into eight areas: (1) job planning, layout, and design; (2) composition; (3) image assembly; (4) photo conversion; (5) stripping and platemaking; (6) offset presswork, (7) bindery and finishing; and (8) pre-employment and placement. Each task sheet states the task, performance objective, tools and materials needed, student action required, and performance checks to be used. It is noted that the identification of tasks was carried out through research and visitation of related high schools, area vocational centers, colleges, and the printing industry. (LRA)

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A CURRICULUM GUIDE for PRODUCTION ORIENTATED PHOTO-OFFSET

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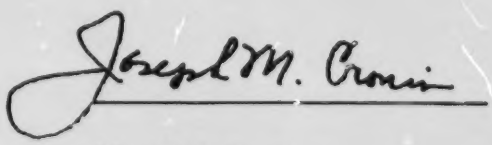
Foreword

The Illinois Office of Education is pleased to make available **A Curriculum Guide for Production Orientated Photo-Offset.** This guide is designed to give teachers an insight into the tasks necessary for students to be trained for employment in a photo-offset printing shop. This guide emphasizes learning through realistic work situations.

The identification of tasks was carried out through extensive research and visitation of related high schools, area vocational centers, colleges, and the printing industry. The needs of industry were collected by observation and interviews with educators and printing industry people.

I would like to take this opportunity to acknowledge the people that contributed to the development of this curriculum guide and express my sincere thanks to the following:

Johnsburg Unit School District #12, Board of Education; Superintendent, Duane Andreas; Assistant Superintendent, Ken Falkinham; High School Principal, Bill Hayes; Project Director and Vocational Director, Steve Pollock; Vocational Consultant, Connye Barrow; and Rick Keber and his graphic arts students at Johnsburg High School, who were involved in field testing and production of this curriculum guide.



Joseph M. Cronin
State Superintendent of Education

Table of Contents

Title Page

Foreword

Table of Contents

Job Planning, Layout, and Design Page 1

Task #1	Estimate the cost of a job	Page 2
Task #2	Read a job ticket	Page 3
Task #3	Convert standard measurement to points and picas	Page 4
Task #4	Draw horizontal and vertical lines	Page 5
Task #5	Identify major type styles	Page 6
Task #6	Identify the principles of design	Page 7
Task #7	Make thumbnail sketches	Page 8
Task #8	Make a rough layout	Page 9
Task #9	Make a comprehensive layout	Page 10
Task #10	Scale reductions and enlargements	Page 11
Task #11	Crop a photograph	Page 12
Task #12	Make a job dummy for an eight-page booklet	Page 13

Composition Page 14

Task #13	Hand draw copy	Page 15
Task #14	Set dry-transfer lettering	Page 16
Task #15	Set up and operate strike-on typesetter	Page 17
Task #16	Set up and operate photo typesetter	Page 18
Task #17	Set up and operate photo headliner	Page 19
Task #18	Process photo typesetting paper	Page 20
Task #19	Use proofreading symbols	Page 21

Image Assembly Page 22

Task #20	Wax prepared copy	Page 23
Task #21	Letterspace display type	Page 24
Task #22	Determine which colors will photograph on a paste-up	Page 25
Task #23	Make a tissue overlay	Page 26
Task #24	Make a single color paste-up	Page 27
Task #25	Make a multi-color paste-up	Page 28
Task #26	Make a line and halftone paste-up	Page 29
Task #27	Paste-up an eight page booklet	Page 30
Task #28	Rule lines with pen and ink	Page 31
Task #29	Paste-up borders	Page 32
Task #30	Reverse copy	Page 33

Photo Conversion Page 34

Task #31	Mix working chemical solutions	Page 36
Task #32	Mix stock chemical solutions	Page 37
Task #33	Clean and replenish diffusion transfer processor	Page 38
Task #34	Clean process camera lens	Page 39
Task #35	Position camera lamps	Page 40
Task #36	Make a PMT paper positive	Page 41
Task #37	Make a line negative	Page 42
Task #38	Make a 2-color posterization	Page 43
Task #39	Make a contact paper positive	Page 44
Task #40	Make a contact film positive	Page 45
Task #41	Make a duplicate negative or positive	Page 46
Task #42	Calibrate halftone computer	Page 47
Task #43	Determine halftone exposure	Page 48
Task #44	Make a PMT paper halftone	Page 49
Task #45	Make a halftone negative	Page 50
Task #46	Make a 2-color duotone	Page 51
Task #47	Rescreen printed halftones	Page 52
Task #48	Reproduce copy with different line weight	Page 53
Task #49	Reduce or enlarge a line negative	Page 54
Task #50	Hold or drop color	Page 55
Task #51	Process pancromatic film	Page 56
Task #52	Make a spread or a choke	Page 57

Stripping and Platemaking Page 59

Task #53	Opaque negatives	Page 61
Task #54	Rule line by scratching on film	Page 62
Task #55	Outline halftone	Page 63
Task #56	Square a light table	Page 64
Task #57	Draw dimensions on a masking sheet	Page 65
Task #58	Strip a single color job	Page 66
Task #59	Strip a multi-color job in register	Page 67
Task #60	Strip two colors from one negative	Page 68
Task #61	Strip screen tints	Page 69
Task #62	Strip work and turn	Page 70
Task #63	Strip work and tumble	Page 71
Task #64	Strip step and repeat	Page 72
Task #65	Strip a two-color duotone	Page 73
Task #66	Strip quality control devices	Page 74
Task #67	Strip butted halftones	Page 75
Task #68	Make a direct image plate	Page 76
Task #69	Clean platemaker glass	Page 77
Task #70	Determine exposure for a presensitized plate	Page 78
Task #71	Make an additive plate	Page 79
Task #72	Make a subtractive plate	Page 80
Task #73	Make a step and repeat plate	Page 81
Task #74	Make a silverprint (brownline) proof	Page 82
Task #75	Make a color-key proof	Page 83

Offset Presswork Page 84

Task #76	Mix fountain solution	Page 86
Task #77	Mix ink	Page 87
Task #78	Set feeder system	Page 88
Task #79	Set conveyor board and sheet controls	Page 89
Task #80	Set delivery system	Page 90
Task #81	Install an offset plate	Page 91
Task #82	Maintain ink and water balance	Page 92
Task #83	Feed and deliver paper	Page 93
Task #84	Print from a direct-image plate	Page 94
Task #85	Print a single-color job	Page 95
Task #86	Print a multi-color job in register	Page 96
Task #87	Print a two-color duotone	Page 97
Task #88	Print reverses or solids	Page 98
Task #89	Print two sides from one plate	Page 99
Task #90	Make image adjustments	Page 100
Task #91	Troubleshoot press problems	Page 101
Task #92	Clean offset press	Page 102
Task #93	Remove glaze from ink rollers	Page 103
Task #94	Clean and preserve offset plate	Page 104
Task #95	Make dampening form roller-to-plate adjustment	Page 105
Task #96	Make ink form roller-to-plate adjustment	Page 106
Task #97	Make plate-to-blanket adjustment	Page 107
Task #98	Make impression test (squeeze test)	Page 108
Task #99	Replace blanket	Page 109
Task #100	Replace dampening cover	Page 110
Task #101	Lubricate the press	Page 111

Bindery and Finishing Page 112

Task #102	Identify paper	Page 114
Task #103	Test paper grain	Page 115
Task #104	Cut paper	Page 116
Task #105	Make a "dutch" paper cut	Page 117
Task #106	Trim an eight-page booklet	Page 118
Task #107	Replace paper cutter blade	Page 119
Task #108	Gather paper	Page 120
Task #109	Jog paper	Page 121
Task #110	Pad paper	Page 122
Task #111	Drill holes	Page 123
Task #112	Make a single fold	Page 124
Task #113	Make an accordian fold	Page 125
Task #114	Make two right angle folds	Page 126
Task #115	Make a side stitch	Page 127
Task #116	Make a saddle stitch	Page 128
Task #117	Score or perforate on the offset press	Page 129
Task #118	Wrap a stack of paper	Page 130

Pre-Employment and Placement Page 131

Task #119	Use career information resources	Page 132
Task #120	Describe job requirements and conditions	Page 134
Task #121	Identity sources of employment opportunities	Page 135
Task #122	Complete a job application form	Page 136
Task #123	Prepare a resume	Page 141
Task #124	Prepare for job interview	Page 146
Task #125	Demonstrate interview skills and follow-through	Page 150
Task #126	Starting and keeping a job	Page 151
Task #127	Leaving a job and moving ahead	Page 152

Job Planning, Layout, and Design

Task #1	Estimate the cost of a job
Task #2	Read a job ticket
Task #3	Convert standard measurement to points and picas
Task #4	Draw horizontal and vertical lines
Task #5	Identify major type styles
Task #6	Identify the principles of design
Task #7	Make thumbnail sketches
Task #8	Make a rough layout
Task #9	Make a comprehensive layout
Task #10	Scale reductions and enlargements
Task #11	Crop a photograph
Task #12	Make a job dummy for an eight-page booklet

TASK #1:	**Estimate the Cost of a Job**
PERFORMANCE OBJECTIVE:	Given a production job to be printed, the student must estimate the cost of the job and make a bid to the satisfaction of the instructor.
TOOLS AND MATERIALS:	Job specifications Materials price list Paper price book
STUDENT ACTION:	The student calculates the cost of a production job including materials, labor and mark-up.
PERFORMANCE CHECK:	The instructor presents a number of job situations and asks the student to estimate the cost of a job. Further tasks are assigned accordingly.

TASK #2:	**Read a Job Ticket**
PERFORMANCE OBJECTIVE:	Given a production job, the student must determine the job specificatons and perform the tasks as outlined on the job ticket.
TOOLS AND MATERIALS:	Job ticket
STUDENT ACTION:	The student receives a production job from the instructor and performs the tasks step by step to meet the objectives of the job ticket.
PERFORMANCE CHECK:	The instructor periodically makes checks on the student's progress of the job. The instructor checks the finished production job to determine if the student has followed the directions given on the job ticket.

TASK #3:	**Convert Standard Measurement to Points and Picas**
PERFORMANCE OBJECTIVE:	Given standard inch measurements, the student must convert them to the measurement of points and picas.
TOOLS AND MATERIALS:	Paper Pencil Line Gauge
STUDENT ACTION:	The student measures given lines in standard inch increments and converts them to points and picas.
PERFORMANCE CHECK:	The instructor checks the student's work to determine if the student has correctly measured given line length and changed inches to points and picas. If necessary, the task, or a similar task, is re-assigned, and the work closely supervised.

TASK #4: **Draw Horizontal and Vertical Lines**

PERFORMANCE OBJECTIVE: Given the necessary tools, the student must layout horizontal and vertical lines that are both straight and accurate.

TOOLS AND MATERIALS:
Light table
T-square
Triangle
Line gauge
White paper
Masking tape
Pencil

STUDENT ACTION: The student squares a piece of paper to a T-square.
The student draws horizontal and vertical lines at ¼ inch intervals keeping the T-square flush to the light table and the triangle flush to the T-square.

PERFORMANCE CHECK: The instructor observes the student's work to determine if the tools are used properly and the lines are drawn accurately.
A check is made to see if horizontal and vertical lines are perpendicular to each other and arrranged in correct parallel sets.

TASK #5:	**Identify the Major Type Styles**
PERFORMANCE OBJECTIVE:	Given printed materials, the student must find different type faces and classify each into its major type style with no less than 100% accuracy.
TOOLS AND MATERIALS:	Printed materials (magazines, brochures, etc.) Scissors Waxer or rubber cement
STUDENT ACTION:	The student identifies type styles when looking through printed materials, cuts them out, and classifies them into their major type style.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student has correctly met the objective. The instructor tests the student to determine if the student can correctly identify sample type faces.

TASK #6:	**Identify the Principles of Design**
PERFORMANCE OBJECTIVE:	Given different magazines advertisements, the student must identify the principles of design that are incorporated in each advertisement.
TOOLS AND MATERIALS:	Sample advertisements Scissors Handout defining principles of design
STUDENT ACTION:	The student recognizes the principles of design in a printed advertisement, finds examples of each design principle, and collects samples.
PERFORMANCE CHECK:	The instructor tests the student's knowledge with a random sampling of printed advertisements. When necessary, the student's weakness are determined and samples of printed advertisements re-assigned.

TASK #7:	**Make Thumbnail Sketches**
PERFORMANCE OBJECTIVE:	Given a basic design idea, the student must make thumbnail sketches to a size specified by the instructor.
TOOLS AND MATERIALS:	Layout Paper Pencil Line Gauge
STUDENT ACTION:	The student uses the principles of design to pursue a basic design idea. The student makes six thumbnail sketches that are small and which each represent a basic design idea.
PERFORMANCE CHECK:	The instructor observes the work of the student to determine if the student has correctly used the principles of design. From observation, the instructor determines errors which were made, makes suggestions for improvement, and gives individual assistance in making the design.

TASK #8:	**Make a Rough Layout**
PERFORMANCE OBJECTIVE:	Given six thumbnail sketches, the student must make a rough layout the full size of the real job.
TOOLS AND MATERIALS:	T-square Triangle Layout paper Masking tape Pencil Line Gauge
STUDENT ACTION:	The student works from the six thumbnail sketches to make a rough layout. The student makes the rough layout the same size of the actual job, indicating the type and the illustrations to be used.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the objective is met. From observation, the instructor determines errors which were made by the student, provides corrective suggestions for improvement, and gives individual assistance in making the layout.

TASK #9:	**Make a Comprehensive Layout**
PERFORMANCE OBJECTIVE:	Given a rough layout, the student must make a comprehensive layout, representing the final job as closely as possible.
TOOLS AND MATERIALS:	T-square Triangle Layout paper Masking tape Colored pencils Line gauge Type specimen book
STUDENT ACTION:	The student works from the rough layout to make a comprehensive layout. The student makes the comprehensive layout look as close to the final product as possible.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the objective is met. Having determined errors which were made by the student, the instructor provides corrective suggestions for improvement, and gives individual assistance in making the layout.

TASK #10:	**Scale Reductions and Enlargements**
PERFORMANCE OBJECTIVE:	Given a piece of copy, the student must scale a reduction or an enlargement to a proper size, using one of two different methods.
TOOLS AND MATERIALS:	T-square Triangle Paper Masking tape Line gauge Pencil Copy to be scaled Proportional wheel
STUDENT ACTION:	The student scales reductions or enlargements by the diagonal line method. The student scales reductions or enlargements by the proportional wheel method. The student scales copy to properly fit a given layout.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has properly scaled the copy. If necessary, the material is reviewed with the individual student and related tasks assigned.

TASK #11:	**Crop a Photograph**
PERFORMANCE OBJECTIVE:	Given a photograph, the student must crop the photograph to eliminate any unwanted detail and to emphasize or improve the photograph.
TOOLS AND MATERIALS:	Tissue overlay Line gauge Pencil
STUDENT ACTION:	The student crops a photograph by marking on a tissue overlay. The student crops a photograph by marking directly on the photograph.
PERFORMANCE CHECK:	The instructor observes the student cropping the photograph. If there is error, the student reviews the principles of design and completes the task.

TASK #12:	**Make a Job Dummy for Eight Page Booklet**
PERFORMANCE OBJECTIVE:	Given correct job specifications, the student must fold a job dummy for an eight page booklet, the same size of the actual job.
TOOLS AND MATERIALS:	Paper cut to size of job Pencil Line gauge
STUDENT ACTION:	The student cuts paper to the actual size of the job and folds it into an eight page booklet. The student marks the pages in the correct sequence.
PERFORMANCE CHECK:	The instructor checks the student's work to determine if the dummy is folded to the dimensions of the real job and is marked accordingly.

Composition

Task #13	Hand draw copy
Task #14	Set dry - transfer lettering
Task #15	Set up and operate strike-on typesetter
Task #16	Set up and operate photo typesetter
Task #17	Set up and operate photo headliner
Task #18	Process photo typesetting paper
Task #19	Use proofreading symbols

TASK #13:	**Hand Draw Copy**
PERFORMANCE OBJECTIVE:	Given the necessary tools, the student must produce copy by hand drawing that is neat and camera-ready.
TOOLS AND MATERIALS:	White paper Masking tape Drawing devices (pencils, pens, T-square, triangle, compass, french curve, airbrush, rapidograph pen, etc.)
STUDENT ACTION:	The student produces copy by drawing with available drawing devices onto a smooth, dull white paper.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the copy is camera-ready. Check is made for fingerprints on the image area.
NOTE:	Care is taken to keep equipment and hands clean during drawing operations.

TASK #14:	**Set Dry - Transfer Lettering**
PERFORMANCE OBJECTIVE:	Given display matter to be set, the student must set dry-transfer lettering that is straight and letterspaced properly.
TOOLS AND MATERIALS:	T-square Posterboard Masking tape Blue pencil Burnisher (pen or pencil).
STUDENT ACTION:	The student sets dry-transfer lettering that is straight and letterspaced properly, using a light blue guideline.
PERFORMANCE CHECK:	Instructor observes the student's work to determine if the student has accurately set and spaced the dry-transfer type. If there is an error, the student is shown the error and directed to perform the task again.

TASK #15:	**Set up and Operate Strike-on Typesetter**
PERFORMANCE OBJECTIVE:	Given text matter to be set, the student must set up the strike-on typesetter and perform typesetting operations.
TOOLS AND MATERIALS:	Strike-on typesetter Dull white paper Correcting tape White opaque
STUDENT ACTION:	The student sets up the strike-on typesetter for line length, leading and proper margining. The student sets flush left, flush right, centered and justified lines. The student makes corrections for mistakes.
PERFORMANCE CHECK:	The instructor observes the student's performance of typesetting functions of flush left, flush right, centered, and justified lines. When necessary, individual assistance is provided and the student is allowed time to practice. The task is the re-assigned.

TASK #16:	**Set up and Operate Photo Typesetter**
PERFORMANCE OBJECTIVE:	Given text matter to be set, the student must set up the photo typesetter and perform typesetting operations.
TOOLS AND MATERIALS:	Photo typesetter with paper Font strips
STUDENT ACTION:	The student installs type font strip and programs the photo typesetter for line length, leading, type size, etc. The student learns the function of each key. The student sets flush left, flush right, centered and justified lines. The student makes corrections fo mistakes.
PERFORMANCE CHECK:	The instructor observes the student's performance of typesetting functions of flush left, flush right, centered and justified lines. When necessary, individual assistance is provided and the student allowed time to practice. The task is re-assigned.

TASK #17:	**Set up and Operate Photo Headliner**
PERFORMANCE OBJECTIVE:	Given display matter to set, the student must set up and operate the photo headliner.
TOOLS AND MATERIALS:	Photo headliner with paper Font strips
STUDENT ACTION:	The student installs type font strips on the photo headliner and programs for type size and spacing. The student learns the function of each key. The student sets display type and makes corrections for mistakes.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the objective is met. If there is error, the student is shown the error and the task re-assigned.

TASK #18:	**Process Photo Typesetting Paper**
PERFORMANCE OBJECTIVE:	Given exposed paper in a photo cassette, the student must process the photo paper to the manufacturer's recommendation.
TOOLS AND MATERIALS:	Photo typesetting paper and cassette Photo processor
STUDENT ACTION:	The student develops the photo typesetting paper in the photo processor. The student makes periodic checks (to the manufacturer's recommendations) of the processor's chemistry. The student changes the chemistry and cleans the photo processor.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has properly processed the photo paper. If quality of copy is poor, the student should check the chemistry (change if necessary) and perform the task again.
NOTE:	If copy is to be used over a long period of time, it is a good idea to put the paper into a fixing solution after processor development. This will assure that the black and white copy will not yellow.

TASK #19:	**Use Proofreading Symbols**
PERFORMANCE OBJECTIVE:	Given type matter, the student must read the material and mark with proofreader's symbols, any corrections which need to be made.
TOOLS AND MATERIALS:	Type matter Pen or pencil List of correction symbols
STUDENT ACTION:	The student reads the type matter and identifies any mistakes. The student marks the mistakes with proofreader's symbols.
PERFORMANCE CHECK:	The instructor tests the student's knowledge of proofreading symbols by providing the student with a sheet of type matter containing errors. The student should identify the errors with proofreading symbols. When necessary, the student is allowed study time and a re-test.

Image Assembly

Task #20	Wax prepared copy
Task #21	Letterspace display type
Task #22	Determine which colors will photograph on a paste-up
Task #23	Make a tissue overlay
Task #24	Make a single color paste-up
Task #25	Make a multi-color paste-up
Task #26	Make a line and halftone paste-up
Task #27	Paste-up an eight page booklet
Task #28	Rule lines with pen and ink
Task #29	Paste-up borders
Task #30	Reverse copy

TASK #20:	**Wax Prepared Copy**
PERFORMANCE OBJECTIVE:	Given a piece of copy, the student must wax the back of the copy and prepare it for paste-up.
TOOLS AND MATERIALS:	Piece of copy Waxer Scissors
STUDENT ACTION:	The student waxes different sizes of copy and trims them to the proper size for paste-up.
PERFORMANCE CHECK:	The instructor observes the student's performance in setting up the waxing machine and applying the wax coating. The instructor should provide corrective suggestions if the student is having problems.

TASK #21:	**Letterspace Display Type**
PERFORMANCE OBJECTIVE:	Given display type, the student must letterspace the word or line to create a visually pleasing effect.
TOOLS AND MATERIALS:	Display type Line gauge Light blue pencil Exacto knife Scissors Waxer/rubber cement
STUDENT ACTION:	The student cuts the individual lettering and letterspaces to create a special effect.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has properly spaced the letters. When necessary, weaknesses of the student's technique are determined and corrective suggestions provided.

TASK #22:	**Determine Which Colors Will Photograph on a Paste-up**
PERFORMANCE OBJECTIVE:	Given examples of photographic copy and several colored pens and pencils, the student must make a paste-up and determine what elements of the paste-up can be successfully reproduced.
TOOLS AND MATERIALS:	T-square Triangle White posterboard Masking tape Line gauge Different types of copy Colored pens and pencils Waxer
STUDENT ACTION:	The student makes a paste-up with various types of copy matter and colors. The student determines what will happen to line, screen halftone, screened color halftone, continuous tone copy, and different colors when mechanically reproduced.
PERFORMANCE CHECK:	The instructor checks the student's work to determine if the student has correctly made a paste-up using various combinations of copy and colors. Use of tools and cleanliness are important checks. The instructor directs the student to shoot a line negative of the paste-up and make a written evaluation of which copy will reproduce and which will not.

TASK #23:	**Make a Tissue Overlay**
PERFORMANCE OBJECTIVE:	Given a paste-up, the student must make a tissue overlay that will be neat and straight, and which will protect the paste-up from getting dirty.
TOOLS AND MATERIALS:	Paste-up Tissue paper Masking tape Exacto knife
STUDENT ACTION:	The student makes a tissue overlay for the protection of the paste-up. The student makes any necessary notations on the tissue overlay for the placement of halftones, scale of reproduction, percentage of tint screens, etc.
PERFORMANCE CHECK:	The student's work is observed to determine if the student correctly places a tissue overlay over a finished paste-up.

TASK #24:	**Make a Single Color Paste-up**
PERFORMANCE OBJECTIVE:	Given type matter and a comprehensive layout, the student must make a single color paste-up that is camera-ready.
TOOLS AND MATERIALS:	T-square Triangle White posterboard Masking tape Line gauge Light blue pencil Black ball point pen Clean black and white artwork Waxer Exacto knife White opaque
STUDENT ACTION:	The student marks guidelines and margins on the paste-up with a light blue, non-reproducing pencil. The student marks trims, scores, perforations, etc. on the paste-up with a black ball point pen. The student neatly and accurately secures all type matter and illustrations on the paste-up
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has accurately drawn guidelines and fastened any type matter or illustrations. From observation, the instructor determines any errors which were made and provides the student with corrective suggestions for completing the task.
NOTE:	Accuracy and neatness are essential when doing a paste-up. This should be stressed when giving the demonstration because the paste-up is a representation of what the final product will be.

TASK #25: **Make a Multi-color paste-up**

PERFORMANCE OBJECTIVE: Given type matter and a comprehensive layout, the student must make a multi-color paste-up in register that is camera-ready.

TOOLS AND MATERIALS:

T-square	Artwork
Triangle	Waxer
White posterboard	Exacto knife
Masking tape	Register marks
Line gauge	Clear acetate
Light blue pencil	White opaque
Black ball point	

STUDENT ACTION:

The student secures all type matter and illustrations for the first color on the posterboard.
The student attaches register marks to the non-image area of the posterboard.
The student secures all type matter and illustrations for the second and third colors on acetate overlays.
The student attaches register marks to the non-image area of the acetate overlays.

PERFORMANCE CHECK:

The instructor observes the student's work to determine if the student has accurately secured the type matter and illustrations for each color.
Check should be made that each color is in perfect register.
From observation, the instructor determines any errors which were made and provides the student with corrective suggestions.

TASK #26: **Make a Line and Halftone Paste-up**

PERFORMANCE OBJECTIVE: Given line and halftone copy, the student must make a line and halftone paste-up that is camera-ready using the most appropriate method.

TOOLS AND MATERIALS:

T-square
Triangle
White posterboard
Masking tape
Line gauge
Light blue pencil
Black ball point
Waxer
Exacto knife
Line copy
Black paper/rubylith

STUDENT ACTION: The student pastes up line copy in its exact position to be printed.

The student uses one of the following techniques:

1.) Pasting up PMT halftones in conjunction with the line copy; or

2.) Pasting up black paper/rubylith on the artwork to serve as clear windows when photographed. The halftones are stripped to the back of these windows in a latter process. (If PMT halftones are used, no windows are needed on the artwork. See task#44 for making a PMT halftone.);or

3.) Making a keyline paste-up to serve as a guide for overlaying halftones in conjunction with the line copy.

PERFORMANCE CHECK: The instructor observes the student's work to determine if the student has met the objective.

If the student has difficulty, the instructor should recommend the best method of paste-up and show the student the correct procedure for completing the task.

TASK #27: **Paste-up an Eight Page Booklet**

PERFORMANCE OBJECTIVE: Given a dummy and the necessary type matter, the student must prepare a paste-up for an eight page booklet that is camera-ready.

TOOLS AND MATERIALS:

Waxer	Light blue pencil
T-square	Black ball point
Triangle	Artwork
White posterboard	Job dummy
Masking tape	Exacto knife
Line gauge	White opaque

STUDENT ACTION: The student pastes up an eight page booklet with correct imposition of pages.
The student includes a gutter margin large enough to allow for proper trimming after folding.

PERFORMANCE CHECK: The instructor observes the student's work to determine if the student has correctly laid out and secured all type matter and illustrations.
From observation, the instructor checks for mistakes and provides the student with corrective suggestions for completing the task.

TASK #28:	**Rule Lines with Pen and Ink**
PERFORMANCE OBJECTIVE:	Given black and white artwork, the student must rule lines with pen and ink that are straight and accurate.
TOOLS AND MATERIALS	T-square Triangle Paste-up/typeset copy Masking tape Ruling pen and black india ink Rapidograph pen
STUDENT ACTION:	The student sets type in normal manner. Using pen and ink (or rapidograph pen) the student rules lines that are straight and of matched weight.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has correctly drawn straight lines with a pen and ink ruling device. Check is made to determine if the lines are of equal weight. When necessary, the student is shown the errors, and allowed time for practice. The task is then reassigned.
NOTE:	Care must be taken to hold the ruling pen at a 90 degree angle and to guide the pen at this angle across the straightedge. Lesser angles can cause the ink to flow under the straightedge, resulting in blotches of ink on the copy.

TASK #29:	**Paste Up Borders**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must layout borders on a paste-up that are straight and accurate.
TOOLS AND MATERIALS:	T-square Triangle Light blue pencil Border material Exacto knife
STUDENT ACTION:	The student carefully aligns and applies adhesive border material to a paste-up. The student overlays and miters the corners.
PERFORMANCE CHECK:	The instructor checks the student's work to determine if the student has accurately set borders. From observation, the instructor determines any errors which were made and makes recommendations for improvement.

TASK #30: **Reverse Copy**

PERFORMANCE OBJECTIVE: Given black and white copy, the student must make reversed copy for a paste-up that is camera-ready using the most appropriate method.

TOOLS AND MATERIALS:

- T-square
- Triangle
- Black paper/rubylith
- Waxer
- Exacto knife
- Adhesive lettering
- Line positive
- Photographic litho paper
- Contacting equipment
- Working chemistry
- Process camera
- Line copy
- PMT negative paper
- PMT negative receiver
- Diffusion-transfer processor

STUDENT ACTION: The student correctly applies one of the following techniques:

1.) The student makes a reverse by preparing the area to be reversed with black paper and applying white adhesive lettering exactly in position on the black paper; or

2.) The student makes a reverse by exposing line copy to the PMT negative paper and processing the paper with "negative receiver" paper in the diffusion-transfer processor; or

3.) The student makes a reverse by contacting a positive to photographic litho paper.

PERFORMANCE CHECK: The instructor observes the student's work to determine if the student has met the objective.

If the student has difficulty, the instructor should recommend the best method of reversing copy and show the student the correct procedure for completing the task.

Photo Conversion

TASK #31	Mix working chemical solutions
TASK #32	Mix stock chemical solutions
TASK #33	Clean and replenish diffusion transfer processor
TASK #34	Clean process camera lens
TASK #35	Position camera lamps
TASK #36	Make a PMT paper positive
TASK #37	Make a line negative
TASK #38	Make a 2-color posterization
TASK #39	Make a contact paper positive
TASK #40	Make a contact film positive
TASK #41	Make a duplicate negative or positive
TASK #42	Calibrate halftone computer
TASK #43	Determine halftone exposure
TASK #44	Make a PMT paper halftone
TASK #45	Make a halftone negative
TASK #46	Make a 2-color duotone

continued on next page...

TASK #47	Rescreen printed halftones
TASK #48	Reproduce copy with different line weight
TASK #49	Reduce or enlarge a line negative
TASK #50	Hold or drop color
TASK #51	Process pancromatic film
TASK #52	Make a spread or a choke

TASK #31:	**Mix Working Chemical Solutions**
PERFORMANCE OBJECTIVE:	Given stock photographic chemistry, the student must measure the correct amounts of solution, and mix a working solution for the sink that will perform to the manufacturer's recommendations.
TOOLS AND MATERIALS:	Stock photographic chemistry Running water Darkroom graduate Thermometer Trays
STUDENT ACTION:	The student mixes working litho developer from stock A and B solution. The student mixes working stop-bath and fixer into trays. The student maintains the chemistry at 68 degrees.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has mixed the working chemical solution to the manufacturer's recommendations. A check is made to determine if the chemicals are kept at a constant 68 degree.
NOTE:	The student should take care when mixing to avoid adding water to chemicals; ALWAYS ADD CHEMICALS TO WATER.

TASK #32:	**Mix Stock Chemical Solutions**
PERFORMANCE OBJECTIVE:	Given manufacturer's liquid or powdered photographic chemicals, the student must mix stock chemical solutions that are ready to be combined into a proper working solution.
TOOLS AND MATERIALS:	Manufacturer's photographic chemicals Plastic containers Funnel Darkroom graduate Thermometer Mixing paddle
STUDENT ACTION:	The student follows the manufacturer's recommendation and mixes chemicals into a stock shelf chemical solution. The student mixes the chemicals to the proper temperature recommended by the manufacturer.
PERFORMANCE CHECK:	The instructor tests the mixed stock solution to determine if the student has properly mixed the solution.
NOTE:	Student should take care when mixing to avoid adding water to chemicals; ALWAYS ADD CHEMICALS TO WATER.

TASK #33:	**Clean and Replenish Diffusion Transfer Processor**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must clean a diffusion transfer processor and replenish the chemistry to meet the instructor's satisfaction.
TOOLS AND MATERIALS:	Sink with running water Shop rags or towels Diffusion transfer chemistry
STUDENT ACTION:	The student drains all chemistry from the diffusion transfer processor, washes the processing unit, and cleans the rollers. The student adds fresh chemistry to the processor.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has correctly cleaned and replenished the solution in the diffusion transfer processor.

TASK #34:	**Clean Process Camera Lens**
PERFORMANCE OBJECTIVE:	Given a process camera's lens, the student must removeand clean the lens, leaving no dust particles or fingerprints which could be photographed, to meet the instructor's satisfaction.
TOOLS AND MATERIALS:	Lens cleaning fluid Lens cleaning tissue Fine hair brush
STUDENT ACTION:	The student carefully removes the lens from the lensboard and cleans both sides of the lens, leaving no dust particles or fingerprints.
PERFORMANCE CHECK:	The instructor inspects the camera's lens to determine if the student has thoroughly completed the task.
NOTE:	Care should be taken not to scratch the lens or to drop or jar the lens. Student should NEVER try to take a lens apart. This should be done by a professional.

TASK #35:	**Position Camera Lamps**
PERFORMANCE OBJECTIVE:	Given a process camera, the student must position the camera lamps to provide an even coverage of light over the copyboard.
TOOLS AND MATERIALS:	45 degree triangle Yard stick
STUDENT ACTION:	The student positions the camera lamps on each side of the process camera at approximately a 45 degree angle or to the manufacturer's recommendation.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has positioned the camera lamps to give the best possible coverage of light over the copyboard. If the student incorrectly places the lamps, correct procedure is illustrated and the reason for even light coverage on the copyboard explained.

TASK #36:	**Make a PMT Paper Positive**
PERFORMANCE OBJECTIVE:	Given a piece of line copy, the student must reproduce the original (reduction or enlargement) and process it in the diffusion transfer processor to the manufacturer's recommendation.
TOOLS AND MATERIALS:	Process camera Line copy PMT negative paper PMT receiver paper Diffusion transfer processor
STUDENT ACTION:	The student exposes PMT negative paper (emulsion toward the lens) in the process camera to make a PMT positive. The student processes the negative paper (emulsion to emulsion) in conjuction with the receiver paper in the diffusion transfer processor, stopping the paper for 15 seconds, and washing for 5-10 minutes.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student has met the objective. If there is an error, the student is shown the correct procedure and the task re-assigned.

TASK #37:	**Make a Line Negative**
PERFORMANCE OBJECTIVE:	Given a piece of copy, the student must expose a piece of line film and process it to the manufacturer's recommendation.
TOOLS AND MATERIALS:	Process camera Line copy 12-step reflective gray scale Ortho film Working chemistry
STUDENT ACTION:	The student handles the film by the edges, leaving no fingerprints on the emulsion of the film, and exposes it (emulsion toward the lens) in the process camera. The student develops and processes the film to meet the manufacturer's recommendation.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student has made a line negative to meet the manufacturers recommendation. A check is made for handling of film. If there is an error, the student is shown the correct procedure and the task re-assigned.
NOTE:	Make sure the lens cap is removed from the lens before the exposure is made.

TASK #38:	**Make a 2-Color Posterization**
PERFORMANCE OBJECTIVE:	Given a black and white continuous-tone photo, the student must make a photographic posterization and process it to the instructor's satisfaction.
TOOLS AND MATERIALS:	Process camera Black and white continuous-tone photo 12-step reflective gray scale Ortho film Working chemistry
STUDENT ACTION:	The student exposes two sheets of film (from the same continuous tone photo) in the process camera to make a 2-color posterization. The student processes the primary negative to step 4 or 5 on the gray scale, and the secondary negative to step 2 on the gray scale. The student makes a color-key proof of each negative in the colors of his choice.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student has properly exposed and developed two negatives. A check is made to see that one negative is developed to step 2 on the gray scale and the other negative is developed to step 4 or 5 on the gray scale. If there is an error, the student is shown the correct procedure and the task re-assigned.
NOTE:	For better results when making a color-key proof, it is better for the primary color to be dark (black) and the secondary color to be light (yellow, magenta, cyan).

TASK #39:	**Make a Contact Paper Positive**
PERFORMANCE OBJECTIVE:	Given a negative, the student must make a contact paper positive and process it to the manufacturers recommendation.
TOOLS AND MATERIALS:	Vacuum contact frame Point source light Negative Photographic litho paper Working chemistry
STUDENT ACTION:	The student exposes litho paper (emulsion to emulsion with original negative) in the vacuum contact frame to make a contact paper positive. The student processes the film to meet the manufacturer's recommendation.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student has correctly made a contact paper positive. If there is an error, the student is shown the correct procedure and the task re-assigned.

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TASK #40:	**Make a Contact Film Positive**
PERFORMANCE OBJECTIVE:	Given a negative, the student must make a contact film positive to meet the satisfaction of the instructor.
TOOLS AND MATERIALS:	Vacuum contact frame Point source light Negative Ortho film Working chemistry
STUDENT ACTION:	The student exposes line film (emulsion to emulsion with original negative) in the vacuum contact frame to make a contact film positive. The student processes the film to meet the manufacturer's recommendation.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student has correctly made a contact film positive. If there is an error, the student is shown the correct procedure and the task re-assigned.
NOTE:	Make sure the proper amount of pressure is reached in the vacuum contact frame before making the exposure. Improper pressure can cause uneven contact, resulting in an unsatisfactory film positive.

TASK #41:	**Make a Duplicate Negative or Positive**
PERFORMANCE OBJECTIVE:	Given a film negative or a positive, the student must make a duplicate negative or positive and process it to the manufacturer's recommendation.
TOOLS AND MATERIALS:	Vacuum contact frame Point source light Negative or positive Duplicating film Working chemistry
STUDENT ACTION:	The student exposes duplicating film with an original negative or positive (both emulsions down) in the vacuum contact frame and processes the film to the manufacturer's recommendations.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student has correctly made a duplicate negative or positive. If there is an error, the student is shown the correct procedure and the task re-assigned.

TASK #42: **Calibrate Halftone Computer**

PERFORMANCE OBJECTIVE: Given a reflective density guide and the necessary materials, the student must calibrate a halftone computer by making a detail exposure test and a flash exposure test.

TOOLS AND MATERIALS:
Process camera
Reflective density guide
Quality ortho film
133 line contact screen
Rubber contact roller
Halftone flashing light
Working chemistry
Halftone computer
Magnifying glass
Strips of opaque paper

STUDENT ACTION: The student places a reflective density guide in the copyboard and makes a detail exposure test at 100%.
The student makes flash exposures at five second intervals (5 sec; 10 sec; etc.).
The student finds the basic density range and calibrates the halftone computer accordingly.

PERFORMANCE CHECK: The instructor observes the student's work to determine if the student has correctly made a density test and calibrated the halftone computer to figure halftone exposures.
From observation, the instructor determines if any errors were made and points them out to the student. The student repeats the task until perfected.

NOTE: When making a density test negative, the student should be aware that the conditions must be consistent in the film development. Care should be taken to use fresh developer that is at the proper (68 degree) developing temperature and to use a consistent agitation when developing the film.

TASK #43:	**Determine Halftone Exposure**
PERFORMANCE OBJECTIVE:	Given continuous-tone copy, the student must make highlight and shadow density readings and determine the detail, flash and bump exposures using the calibrated halftone computer.
TOOLS AND MATERIALS:	Continuous tone copy Densitometer Calibrated halftone computer
STUDENT ACTION:	The student makes highlight and shadow density readings from a densitometer or a reflection density guide. The student uses the density readings and the calibrated halftone computer to determine the main, flash and bump exposures.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student correctly makes density readings and applies the readings to the calibrated halftone computer. When necessary, the student is shown the correct procedure for making density readings and finding the halftone exposures. If necessary the task is re-assigned.

TASK #44:	**Make a PMT Paper Halftone**
PERFORMANCE CHECK:	Given continuous-tone copy and the necessary materials, the student must make halftone exposures on PMT negative paper and process it in the diffusion transfer processor.
TOOLS AND MATERIALS:	Process camera Continuous-tone copy Negative paper Receiver paper Contact screen Rubber contact roller Halftone flashing light Diffusion transfer processor
STUDENT ACTION:	The student makes a halftone detail exposure and a flash exposure through a 100-line contact screen on negative paper. The student makes a bump exposure if necessary. The student processes the negative paper in conjunction with reciever paper in the diffusion transfer processor, stops the paper for 15 seconds and washes for 5-10 minutes.
PERFORMANCE CHECK:	The instructor checks the student's work to determine if the student has properly exposed and processed the PMT halftone. If there is error, the student is shown the correct procedure and re-assigned the task.

TASK #45:	**Make a Halftone Negative**
PERFORMANCE OBJECTIVE:	Given continuous-tone copy and the necessary materials, the student must make a detail, flash and bump exposure on quality ortho film and process it to the correct tonal range.
TOOLS AND MATERIALS:	Process camera Continuous tone copy Quality ortho film 133 line contact screen Rubber contract roller Halftone flashing light Working chemistry Magnifying glass
STUDENT ACTION:	The student makes a halftone detail exposure and a flash exposure through a contact screen. The student makes a bump exposure if needed. The student processes the film by inspection to the correct tonal range.
PERFORMANCE CHECK:	The instructor checks the student's work to determine if the student has properly exposed and developed the halftone negative. If there is error, the student is offered corrective suggestions and allowed to redo the task.

TASK #46:	**Make a Two-Color Duotone**
PERFORMANCE OBJECTIVE:	Given black and white continuous-tone copy, the student must determine exposures and make a two-color duotone to meet the instructor's satisfaction.
TOOLS AND MATERIALS:	Process camera Black and white continuous tone copy Densitometer Calibrated halftone computer Quality ortho film 133 line contact screen Rubber contact roller Halftone flashing light Working chemistry Magnifying glass
STUDENT ACTION:	The student determines the exposure and processes the primary halftone to normal contrast at a screen angle of 45 degrees. The student determines the exposure and processes the secondary halftone to carry more contrast (a few seconds more exposure) at a screen angle of 15 degrees or 75 degrees The student makes a proof to determine if the moire pattern is present.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student has made both halftones to the proper densities. Check is made for moire pattern when putting the two negatives in register. If there is error, the student is provided corrective suggestions and repeats the task.

TASK #47: **Rescreen Printed Halftones**

PERFORMANCE OBJECTIVE: Given a printed halftone illustration, the student must rescreen the printed halftone leaving no distinct moire pattern.

TOOLS AND MATERIALS:

Printed halftone
Screen angle indicator
Screen ruling indicator
Process camera
Quality othro film
Contact screen
Rubber contact roller
Halftone flashing light
Working chemistry
Magnifying glass

STUDENT ACTION:

The student finds the original halftone screen angle by using a screen angle indicator.
The student finds the original halftone screen ruling by using a screen ruling indicator.
The student selects screen of the same ruling and angles the screen 30 degrees from the original angle.
The student exposes and processes the halftone by the normal method.

PERFORMANCE CHECK:

The instructor observes the student's work to determine if the student has rescreened the halftone properly.
Check is made for a moire pattern.
If there is a mistake, corrective suggestions are provided and individual assistance is given in completing the task.

TASK #48:	**Reproduce Copy with Different Line Weight**
PERFORMANCE OBJECTIVE:	Given thin or bold copy, the student must reproduce copy with different line weight by exposing and developing it to the proper step on the gray scale.
TOOLS AND MATERIALS:	Process camera Bold copy Thin or light copy 12 step reflective gray scale Ortho film Working chemistry
STUDENT ACTION:	The student exposes bold copy and develops it to approximately step 5 on the gray scale. The student exposes thin or light copy and "still develops" it to approximately step 3 on the gray scale.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has correctly exposed and developed difficult line copy. From observation, the instructor determines errors which were made and provides the student with corrective suggestions for completing the task.

TASK #49: **Reduce or Enlarge a Line Negative**

PERFORMANCE OBJECTIVE: Given a process camera with a transparent copyboard, the student must reduce or enlarge a line negative and process it to meet the manufacturer's recommendation.

TOOLS AND MATERIALS:
Process camera
Line negative
Duplicating film
Working chemistry

STUDENT ACTION: The student places a line negative (or positive) on the transparent copyboard of the process camera and sets the camera for a reduction or an enlargement.
The student exposes duplicating film (emulsion up toward the lens) on the process camera and processes the film to meet the manufacturer's recommendation.

PERFORMANCE CHECK: The instructor observes the student's work to determine if the student has correctly reduced or enlarged a line negative.
If there is an error, it is shown to the student and corrective suggestion provided for completing the task.

TASK #50:	**Hold or Drop Color**
PERFORMANCE OBJECTIVE:	Given colored copy, the student must hold or drop the color with the use of a filter and process it to meet the instructor's satisfaction.
TOOLS AND MATERIALS:	Process camera Colored copy Ortho or panchromatic film Wratten filters Filter chart 12 step reflective gray scale Working chemistry
STUDENT ACTION:	The student determines which filter is needed for holding or dropping color and inserts the filter into the filter holder of the lens. The student calculates the filter factor and exposes the film (emulsion toward the lens) on the process camera. The student processes the film to meet the manufacturer's recommendation.
PERFORMANCE CHECK:	The instructor observes the student's negative to determine if the student has held or dropped the color. If the student has a problem, corrective suggestions are provided for completing the task.

TASK #51:	**Process Panchromatic Film**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must process panchromatic film in total darkness to meet the manufacturer's recommendation.
TOOLS AND MATERIALS:	Light-tight darkroom Exposed pancromatic film Timer Working chemistry
STUDENT ACTION:	The student determines the exact amount of time needed for development, sets the timer, and processes the film in total darkness. The student checks the processed negative to determine if correct exposure and development were achieved.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student has exposed and developed panchromatic film in total darkness to meet the manufacturer's recommendation. If there is error, the student is provided with corrective suggestions for completing the task.

TASK #52: **Make a Spread or a Choke**

PERFORMANCE OBJECTIVE: Given a film negative (or a film positive), the student must make a spread, or a choke, in the contact frame using one of two different methods.

TOOLS AND MATERIALS:
Contact frame
Point source light
Film negative or positive
Ortho film
Duplicating film
Diffusion sheet
.005 clear acetate
Working chemistry

STUDENT ACTION:
The student makes a spread or choke negative (or positive) by sandwiching a diffusion sheet between a piece of live film and a line negative (or positive) and making a contact exposure. This will spread or choke the film approximately .002" - .004".

The student makes a spread or choke negative (or positive) by sandwiching a piece of clear acetate (.005") between a piece of live film and a line negative (or positive). The exposure is made by moving the point source light at approximately a 45 degree angle over the contact frame. This will spread or choke the film approximately .004" - .008".

The student processes the film to meet the manufacturer's recommendation.

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PERFORMANCE CHECK:

The instructor observes the student's work to determine if the student has correctly made a spread or choked negative or positive.

If there is an error by the student, the correct procedure is demonstrated and the task re-assigned.

NOTE:

When making a spread or a choke, the student should remember to keep both the line negative or positive and the line film's emulsion up when making the contact exposure.

Stripping and Platemaking

Task #53	Opaque negatives
Task #54	Rule lines by scratching on film
Task #55	Outline halftone
Task #56	Square a light table
Task #57	Draw dimensions on a masking sheet
Task #58	Strip a single-color job
Task #59	Strip a multi-color job in register
Task #60	Strip two colors from one negative
Task #61	Strip screen tints
Task #62	Strip work and turn
Task #63	Strip work and tumble
Task #64	Strip step and repeat
Task #65	Strip a two-color duotone
Task #66	Strip quality control devices
Task #67	Strip butted halftones

continued on next page...

Task #68	Make a direct image plate
Task #69	Clean platemaker glass
Task #70	Determine exposure for a presensitized plate
Task #71	Make an additive plate
Task #72	Make a subtractive plate
Task #73	Make a step-and-repeat plate
Task #74	Make a silverprint (brownline) proof
Task #75	Make a color-key proof

TASK #53:	**Opaque Negatives**
PERFORMANCE OBJECTIVE:	Given a line negative, the student must opaque all pinholes and scatches, permitting no light to pass through the non-image area.
TOOLS AND MATERIALS:	Line negative Opaque Opaque brush
STUDENT ACTION:	The student determines which side of the film to opaque. The student mixes the opaque and covers all pinholes and scatches in the non-image area which could expose light to the sensitized plate.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has correctly covered all pinholes or scratches in the non-image area with opaque. If the student has problems mixing the opaque to the correct opacity, correct procedure should be demonstated.

TASK #54:	**Rule Lines by Scratching on Film**
PERFORMANCE OBJECTIVE:	Given a line negative, the student must rule straight and accurate lines on the emulsion of the film.
TOOLS AND MATERIALS:	T-square Triangle Line negative Transparent tape Scriber (or film cutter)
STUDENT ACTION:	The student rules lines that are straight and of matched weight by scatching on the emulsion of the film.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student correctly scratches straight lines on the emulsion of the film with film cutting tools. A check is made to see if lines are of equal weight. When necessary, the student is shown his errors, allowed time for practice, and re-assigned the task.

TASK #55:	**Outline Halftone**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must outline the background of a halftone using one of two different methods to meet the instructor's satisfaction.
TOOLS AND MATERIALS:	Halftone negative Opaque Opaque brush Rubylith Transparent tape Exacto knife
STUDENT ACTION:	The student blocks out the background of a halftone by opaquing on the hard side of the negative. The student blocks out the background of a halftone by cutting on a rubylith overlay.
PERFORMANCE CHECK:	The instructor checks the student's work to determine if the student has blocked out or outlined the background on a halftone. From observation, the instructor helps the student determine which method of outlining would be most appropriate to use.

TASK #56:	**Square a Light Table**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must square a light table so two adjacent sides are square.
TOOLS AND MATERIALS:	Light table T-square Triangle 11" x 17" piece of paper Masking tape Pen or pencil
STUDENT ACTION:	The student tapes the piece of paper to the light table and draws vertical lines from a T-square - triangle combination. The student puts the T-square to the bottom edge of the light table, loosens the screws, and squares to the vertical lines on the paper.
PERFORMANCE CHECK:	The instructor checks the light table to determine if the student has squared the table to meet the objective.

TASK #57: **Draw Dimensions on a Masking Sheet**

PERFORMANCE OBJECTIVE: Given a job size, the student must draw the dimensions of the job on a masking sheet to meet the presses specifications.

TOOLS AND MATERIALS:
Light table
T-square
Triangle
Masking sheet
Line gauge
Masking tape
Pen of pencil
Press specifications

STUDENT ACTION: The student draws the job size dimensions on a masking sheet to meet the specifications of the press being used.
The student lays out the gripper edge, margins, bleeds, etc.

PERFORMANCE CHECK: The instructor observes the student's performance to determine if the student has correctly laid out dimensions on a masking sheet.
A check is made for position in relation to the press being used and for the gripper margin.
If there is an error, the student is shown the correct procedure, and re-assigned the task.

TASK #58: **Strip a Single-Color Job**

PERFORMANCE OBJECTIVE: Given a masking sheet and a line negative(s), the student must strip the negative to the specifications of the press being used.

TOOLS AND MATERIALS:

Light table
T-square
Triangle
Masking sheet
Line gauge
Pen or pencil
Scissors
Negative(s)
Red litho tape
Transparent tape
Exacto knife

STUDENT ACTION: The student aligns the negative(s) to the job dimensions on the masking sheet, wrong reading emulsion up, and securely tapes the negative(s) to the masking sheet
The student turns the masking sheet over and cuts windows around the image to let light pass through.

PERFORMANCE CHECK: The instructor observes the student's work to determine if the negative(s) is aligned correctly in relationship to the masking sheet dimensions.
A check is made to see that the negative(s) is securely taped to the masking sheet.
When necessary, the student is shown any errors which were made and corrects them.

NOTE: Make sure the image is not in the gripper margin.

TASK #59: **Strip a Multi-color Job in Register**

PERFORMANCE OBJECTIVE: Given two or more negatives and two or more masking sheets, the student must strip a multi-color job in register to meet the specifications of the press being used.

TOOLS AND MATERIALS:

Light table	Pen or pencil
T-square	Scissors
Triangle	Negatives
Masking sheet	Red litho tape
¼" punch	Transparent tape
¼" register pins	Exacto knife
Line gauge	

STUDENT ACTION:

The student punches in register two or more masking sheets.

The student aligns the negative to the job dimensions on a masking sheet for the first color.

The student aligns the negative of the second color on a masking sheet in register with the first color masking sheet.

The student aligns the negative of the third color on a masking sheet in register with the second color masking sheet.

The student cuts windows for the copy to be printed on each masking sheet.

PERFORMANCE CHECK:

The instructor observes the student's work to determine if the negatives are aligned according to the press being used.

Check is made to see if all masking sheets are in perfect register.

When necessary, the student is shown errors which were made and corrects them.

TASK #60: **Strip Two Colors From One Negative**

PERFORMANCE OBJECTIVE: Given a negative, the student must strip a two-color job that meets the specifications of the press being used.

TOOLS AND MATERIALS:

Light table	Pen or pencil
T-square	Scissors
Triangle	Negative
Masking sheets	Red litho tape
¼" punch	Transparent tape
¼" register pin	Exacto knife
Line gauge	

STUDENT ACTION:

The student strips the negative, wrong reading emusion up, to masking sheet A.

The student registers a blank masking sheet to masking sheet A and cuts windows for the copy to be printed in the first color. This is masking sheet B.

The student registers another blank masking sheet to masking sheet A and cuts windows for the copy to be printed in the second color. Mark this masking sheet C.

The student registers A + B for the first color.

The student registers A + C for the second color.

PERFORMANCE CHECK:

The instructor observes the student's work to determine if the student has met the objective.

Errors are discussed and the student is shown the correct procedure.

The student performs the task again.

TASK #61: **Strip Screen Tints**

PERFORMANCE OBJECTIVE: Given a line negative and two masking sheets, the student must strip the negative on the first masking sheet and add color or tint by stripping screen tints on the second masking sheet.

TOOLS AND MATERIALS:

Light table	Pen or pencil
T-square	Scissors
Triangle	Negative
Masking sheet	Red litho tape
¼" punch	Transparent
¼" register pins	Exacto knife
Line gauge	Screen tint

STUDENT ACTION:

The student punches two masking sheets in the register.
The student strips a line negative, wrong reading emulsion up, to the first masking sheet.
The student cuts an opening on the second masking sheet (in register with the first) the size of the screen tint wanted.
The student attaches the screen tint to the second masking sheet.

PERFORMANCE CHECK:

The instructor observes the student's performance to determine if the objective was met.
A check is made to see if all masking sheets are in perfect register.
When necessary, the student is shown any errors which were made, and corrects them.

NOTE:

In lieu of cutting the opening on the masking sheet, the student may cut the opening on rubilith film and attach it in register to the second masking sheet.

TASK #62: **Strip Work and Turn**

PERFORMANCE OBJECTIVE: Given one masking sheet and negatives for a two-sided job, the student must strip the job work and turn to allow for two sides to be printed from one plate.

TOOLS AND MATERIALS:

Light table
T-square
Triangle
Masking sheet
Line gauge
Pen or pencil
Scissors
Negatives for two-sided job
Red litho tape
Transparent tape
Exacto knife

STUDENT ACTION: The student aligns negatives for a two-sided job to the same masking sheet, wrong reading emulsion up, and securely tapes the negative to the masking sheet.

The student turns the masking sheet over and cuts windows around the image to let light pass through.

PERFORMANCE CHECK: The instructor observes the student's work to determine if the negatives are aligned correctly in relationship to the job. When necessary, any errors which were made are discussed with the instructor and corrected by the student.

NOTE: Student should make sure that when the job is turned, both sides back each other up correctly.

TASK #63: **Strip Work and Tumble**

PERFORMANCE OBJECTIVE: Given one masking sheet and negatives for a two-sided job, the student must strip the job work and tumble to allow for two sides of a job to be printed from one plate.

TOOLS AND MATERIALS:

Light table
T-square
Triangle
Masking sheet
Line gauge
Pen or pencil
Scissors
Negatives for a two-sided job
Red litho tape
Transparent tape
Exacto knife

STUDENT ACTION: The student aligns negatives for a two-sided job to the same masking sheet, wrong reading emulsion up, and securely tapes the negatives to the masking sheet.
The student turns the masking sheet over and cuts windows around the image to let light pass through.

PERFORMANCE CHECK: The instructor observes the student's work to determine if the negatives are aligned correctly in relationship to the job. When necessary, the student is shown any errors which were made, and corrects them.

NOTE: On a work and tumble job the student should know that the gripper changes for the second run while the side guide remains the same.

TASK #64:	**Strip Step and Repeat**
PERFORMANCE OBJECTIVE:	Given negatives, the student must strip a job step&repeat by aligning one row of images on the masking sheet and prepare the masking sheet for multiple burns.
TOOLS AND MATERIALS:	Light table T-square Triangle Masking sheet Line gauge Pen or pencil Scissors Negatives Red litho tape Transparent tape Exacto knife Step-and-repeat machine
STUDENT ACTION:	The student punches the masking sheet for the step-and-repeat process. The student lays out dimensions on the masking sheet for all the images to be printed on the plate. The student strips the negatives in a row for multiple burning.
PERFORMANCE CHECK:	The instructor checks the student's work to determine if every image will align properly when multiply burned. If there is a mistake, it is shown to the student and the task perfomed again.

TASK #65: **Strip a Two-Color Duotone**

PERFORMANCE OBJECTIVE: Given two halftone negatives from the same photograph, the student must strip a two-color duotone in register to meet the instructor's satisfaction.

TOOLS AND MATERIALS:

Light table	Pen or pencil
T-square	Scissors
Triangle	Two halftone negatives
Masking sheets	Red litho tape
¼" punch	Transparent tape
¼" register pins	Exacto knife
Line gauge	

STUDENT ACTION: The student punches two masking sheets in register.
The student aligns the first halftone negative to a masking sheet and cuts windows.
The student aligns the second halftone negative to the second masking sheet in register with the first halftone negative and cuts windows.

PERFORMANCE CHECK: The instructor observes the student's work to determine if the student has aligned the negatives in register.
A check is made for a moire pattern from the two negatives.
When necessary, the student is shown any errors which were made and completes the task.

TASK #66: **Strip Quality-Control Devices**

PERFORMANCE OBJECTIVE: Given a stripped masking sheet, the student must strip quality-control devices without exposing these control devices to the image area of the plate.

TOOLS AND MATERIALS:

Light table
T-square
Triangle
Line gauge
Stripped masking sheets
Quality control strips(s)
Red litho tape
¼" punch
¼" register pins
Masking sheet(s)
Exacto knife
Pen or pencil

STUDENT ACTION: The student strips quality-control devices or patches in trim area of the masking sheet.

PERFORMANCE CHECK: The instructor checks the student's work to determine if the quality-control devices are stripped properly and are not in the image area of the copy.

TASK #67: **Strip Butted Halftones**

PERFORMANCE OBJECTIVE: Given two halftones, the student must strip butted halftones that bleed into each other with the least amount of overlay possible.

TOOLS AND MATERIALS:

Light table
T-square
Triangle
Masking sheets
¼" punch
¼" register pins
Line gauge
Pen or pencil
Halftone negatives
Red litho tape
Transparent tape
Exacto knife

STUDENT ACTION:

The student punches three masking sheets in register.
The student aligns the first halftone in its correct position on the first masking sheet.
The student butts the second halftone next to the first halftone with proper bleeding margin on the second masking sheet.
The student makes a crop mask on the third masking sheet to be used as an overlay to assure straight and even edges.

PERFORMANCE CHECK:

The instructor observes the student's work to determine if the student has met the objective.
If there is any error, the student is shown the mistakes and the correct procedure for butting halftones is demonstrated.

TASK #68:	**Make a Direct Image Plate**
PERFORMANCE OBJECTIVE:	Given plate material and the necessary tools, the student must draw or type an image on a direct-image plate.
TOOLS AND MATERIALS:	Direct-image plate Reproducing tools Typewriter Pencil Pen Litho crayon
STUDENT ACTION:	The student draws an image on the direct-image plate with pencil, pen, or crayon. The student types an image on the direct-image plate with the strike-on typesetter.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has correctly drawn or typed on the image area of the plate. If errors were made the task is re-assigned.
NOTE:	Care must be taken to keep fingerprints off the image area of the plate. Any greasy substance that touches the plate will reproduce on the paper.

TASK #69:	**Clean Platemaker Glass**
PERFORMANCE OBJECTIVE:	Given a platemaker, the student must clean and inspect both the front and the back glass so no particles are left which could be exposed.
TOOLS AND MATERIALS:	Razor blade Glass cleaner Shop rag
STUDENT ACTION:	The student scrapes both sides of the platemaker's glass with a razor blade to remove any foreign particles. The student cleans both sides of the platemaker's glass with glass cleaner and a clean shop rag.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has thoroughly cleaned both sides of the platemaker's glass.

TASK #70:	**Determine Exposure for Presensitized Plate**
PERFORMANCE CHECK:	Given a presensitized plate, the student must determine the exposure of the plate to the correct gray scale step.
TOOLS AND MATERIALS:	Platemaker Presensitized plate 21-step transparent gray scale Opaque paper Developing pads Platemaking chemistry
STUDENT ACTION:	The student places a 21-step transparent gray scale on the plate and makes test exposures at various intervals. The student develops the plate to the manufacturer's recommendations.
PERFORMANCE CHECK:	The instructor asks the student to make exposures on a presensitized plate at specified time intervals and develop the plate. A check is made to see if the plate has been exposed and developed to a solid step six on the gray scale.

TASK #71:	**Make an Additive Plate**
PERFORMANCE OBJECTIVE:	Given a stripped masking sheet, the student must make an additive plate by exposing and developing the plate to the manufacturer's recommendation.
TOOLS AND MATERIALS:	Platemaker Presensitized additive plate Stripped masking sheet 21-step transparent gray scale Process gum "R" developer Developing sponges Gum arabic
STUDENT ACTION:	The student places the presensitized additive plate and a masking sheet (emulsion to emulsion) in the platemaker and makes the proper exposure. The student develops the plate to the manufacturer's recommendation.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has properly exposed and developed an additive plate. A check is made of the plate surface, and if necessary, instructor offers suggestions for correctly completing the task.

TASK #72:	**Make a Subtractive Plate**
PERFORMANCE OBJECTIVE:	Given a stripped masking sheet, the student must make a subtractive plate by exposing and developing the plate to the manufacturer's recommendation.
TOOLS AND MATERIALS:	Platemaker Presensitized subtractive plate Stripped masking sheet 21-step transparent gray scale Subtractive developer Developing pads Gum arabic
STUDENT ACTION:	The student places a presensitized subtractive plate and a masking sheet (emulsion to emulsion) on the platemaker and makes the proper exposure. The student develops the plate to the manufacturer's recommendation.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has properly exposed and developed the subtractive plate. A check is made of the plate surface, and if necessary the instructor offers suggestions for correctly completing the task.

TASK #73:	**Make a Step-and-Repeat Plate**
PERFORMANCE OBJECTIVE:	Given a stripped masking sheet, the student must make a step-and-repeat plate by making multiple burns on a presensitized plate.
TOOLS AND MATERIALS:	Platemaker Presensitized plate Stripped masking sheet 21-step transparent gray scale Platemaking chemistry Developing pads
STUDENT ACTION:	The student places the presensitized plate and a step-and-repeat masking sheet (emulsion to emulsion) in the platemaker. The student makes multiple exposures of the same image on the plate. The student develops the plate to the manufacturer's recommendation.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has set up and made proper exposures for a step-and-repeat plate.

TASK #74:	**Make a Silverprint [Brownline] Proof**
PERFORMANCE OBJECTIVE:	Given a negative or (positive) the student must make a silverprint proof by exposing and developing it to the manufacturer's recommendation.
TOOLS AND MATERIALS:	Proofing material Platemaker Running water
STUDENT ACTION:	The student places a negative (or positive) and silverprint proofing materials (emulsion to emulsion) in the platemaker. The student makes the proper exposure and develops the silverprint proofing material to the manufacturer's recommendation.
PERFORMANCE CHECK:	The instructor asks the student to make a proof of a negative by making a silverprint proof. From observation, the instructor determines errors which were made and offers the student suggestions for completing the task.

TASK #75:	**Make a Color-Key Proof**
PERFORMANCE OBJECTIVE:	Given a negative (or positive), the student must make a color-key proof by exposing and developing it to the manufacturer's recommendation.
TOOLS AND MATERIALS:	Platemaker Color-key proofing material Negative (or positive) Color-key developer Developing pads Water Blotting paper
STUDENT ACTION:	The student places a negative and color-key proofing material (both emulsions down) in the platemaker and makes the proper exposure. The student develops the color-key proofing material to the manufacturer's recommendations and dries with blotting paper.
PERFORMANCE CHECK:	The instructor asks the student to make a proof of a multi-color job by making a color-key. From observation, the instructor determines errors which were made and offers the student suggestions for completing the task.

Offset Presswork

Task #76	Mix fountain solution
Task #77	Mix ink
Task #78	Set feeder system
Task #79	Set conveyor board and sheet controls
Task #80	Set delivery system
Task #81	Install an offset plate
Task #82	Maintain ink and water balance
Task #83	Feed and deliver paper
Task #84	Print from a direct-image plate
Task #85	Print a single-color job
Task #86	Print a multi-color job in register
Task #87	Print a two-color duotone
Task #88	Print reverses or solids
Task #89	Print two sides from one plate
Task #90	Make image adjustments
Task #91	Troubleshoot press problems

continued on next page...

Task #92	Clean offset press
Task #93	Remove glaze from ink rollers
Task #94	Clean and preserve offset plate
Task #95	Make dampening form roller-to-plate adjustment
Task #96	Make ink form roller-to-plate adjustment
Task #97	Make plate-to-blanket adjustment
Task #98	Make impression test (squeeze test)
Task #99	Replace blanket
Task #100	Replace dampening cover
Task #101	Lubricate the press

TASK #76:	**Mix Fountain Solution**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must mix an offset press's fountain solution and test it for the proper ph.
TOOLS AND MATERIALS:	Fountain solution bottle Mixing graduate Concentrate fountain solution Gum arabic ph sticks
STUDENT ACTION:	The student mixes the concentrate fountain solution and gum arabic with water to meet the manufacturer's recommendation. The student tests the solution for proper ph (4.5 - 6 is recommended). The student adjusts the solution to the correct ph value.
PERFORMANCE CHECK:	The instructor checks the fountain solution to determine if the student has mixed the solution to the correct ph. If there is error, the student is provided corrective suggestions for completing the task.

TASK #77:	**Mix Ink**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must divide and weigh equal parts of ink and mix them to match a color sample.
TOOLS AND MATERIALS:	Ink scale Ink knife Ink book with mixing formulas Offset ink
STUDENT ACTION:	The student matches the sample color to a similar color in the ink book and records mixing formulas. The student weighs appropriate amounts of each color of ink on the ink scale. The student thoroughly mixes all colors involved with an ink knife
PERFORMANCE CHECK:	The instructor matches the mixed ink to the color sample to determine if the student has matched the color. If there is an error, student repeats the task.
NOTE:	The student should take care when mixing to keep the area and tools involved as clean as possible. Any fragments or particles mixed in with the ink, or small amounts of a foreign color, will have an effect on the final mixed ink.

TASK #78:	**Set Feeder System**
PERFORMANCE OBJECTIVE:	Given a lift of job stock, the student must set up the feeder system of the press and make necessary adjustments.
TOOLS AND MATERIALS:	Offset press Paper Screw driver
STUDENT ACTION:	The student sets a stack of paper on the feed table. The student adjusts the pile guides, the sheet separators, the suction feet, the air blast and vacuum, and the pile height.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has set up the feeding system of the press correctly. Time is allowed for practice and suggestions are offered. If there is a problem, the student is shown the correct procedure for completing the task.

TASK #79:	**Set Conveyor Board and Sheet Controls**
PERFORMANCE OBJECTIVE:	Given a sheet of job stock, the student must set up the conveyor board and sheet controls of the press and make necessary adjustments.
TOOLS AND MATERIALS:	Offset press Paper Screw driver
STUDENT ACTION:	The student places a sheet of paper on the conveyor board. The student adjusts the double sheet detector, the pull-out rollers, the side guide, the conveyor tapes and metal bands, and the rider wheels.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has set up the conveyor board and sheet controls of the press correctly. Time is allowed for practice and suggestions are offered. If there is a problem, the student is shown the correct procedure for completing the task.

TASK #80:	**Set Delivery System**
PERFORMANCE OBJECTIVE:	Given a sheet of job stock, the student must set up the delivery system of the press and make the necessary adjustments.
TOOLS AND MATERIALS:	Offset press Paper Screw driver
STUDENT ACTION:	The student feeds a piece of paper to the delivery table. The student adjusts the delivery tray and the jogger.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has set up the delivery system of the press correctly. Time is allowed for practice and suggestions are offered. If there is a problem, the student is shown the correct procedure for completing the task.

TASK #81:	**Install an Offset Plate**
PERFORMANCE OBJECTIVE:	Given an offset plate, the student must install the plate and position it so that it is securely covering the plate cylinder.
TOOLS AND MATERIALS:	Offset press Offset plate
STUDENT ACTION:	The student anchors the lead edge of the plate to the plate cylinder. The student stretches and installs the trailing edge securely to the plate cylinder.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student can install an offset plate. If a problem arises, the student is shown the correct procedure.

TASK #32: **Maintain Ink and Water Balance**

PERFORMANCE OBJECTIVE: Given offset ink and dampening solution, the student must achieve a correct ink and water balance that can be maintained through a normal press run.

TOOLS AND MATERIALS:
Offset press
Dampening solution
Offset ink
Ink knife
Offset plate
Cotton pads

STUDENT ACTION:
The student sets up the dampening system and the ink system of the press.
The student installs the plate.
The student adjusts the water flow and drops dampening form rollers.
The student adjusts the ink flow and drops the ink form rollers.

PERFORMANCE CHECK:
The instructor observes the student's performance to determine if the student maintains an even ink and water balance on the press.
A check is made by running a few sheets of paper through the press.
If the press is out of balance, the student is shown the problem and provided suggestions to correct the problem.

TASK #83:	**Feed and Deliver Paper**
PERFORMANCE OBJECTIVE:	Given 50 sheets of paper, the student must set up the press and deliver the paper through the press.
TOOLS AND MATERIALS:	Offset press 50 sheets of 20 lb. bond 50 sheets of 110 lb. index
STUDENT ACTION:	The student sets up the press for feeding and delivering paper. The student feeds and delivers 50 sheets of 20 lb. bond paper through the press. The student feeds and delivers 50 sheets of 110 lb. index paper through the press.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student correctly feeds paper through an offset press. From observation, errors are identified and the student shown the correct procedure. Have student repeat task until perfected.

TASK #84:	**Print from a Direct-Image Plate**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must set up an offset press and print 100 copies from a direct-image plate to meet the instructor's satisfaction.
TOOLS AND MATERIALS:	Offset press Fountain solution Offset ink Ink knife Direct-image plate 110 sheets of 20 lb. bond Cotton pads Shop rags Correction pencil Blanket wash
STUDENT ACTION:	The student sets up the offset press with black ink, installs a direct-image plate and prepares its suface. The student prints 100 clean copies.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student has properly printed from a direct-image plate. A check is made for proper and safe operation of the press. If the student has a problem with the press run, the correct procedure for completing the task is demonstrated.
NOTE:	The student should take care when installing the plate to not get fingerprints on the non-image area of the plate.

TASK #85: **Print a Single-Color Job**

PERFORMANCE OBJECTIVE: Given the necessary materials, the student must set up an offset press and print a single-color job from a metal plate to meet the instructor's satisfaction.

TOOLS AND MATERIALS:

Offset press
Fountain solution
Offset ink
Ink knife
Metal plate
Job stock
Cotton pads
Shop rags
Blanket wash

STUDENT ACTION: The student sets up the press with colored ink, installs a metal plate and prepares its surface.
The student makes the press run.

PERFORMANCE CHECK: The instructor observes the student's performance to determine if the student properly sets up and prints a job on the offset press in a single color.
A check is made for proper and safe operation of the press.
If the student has problems with the press run, the correct procedure for completing the task is demonstrated.

TASK #86: **Print a Multi-Color Job in Register**

PERFORMANCE OBJECTIVE: Given the necessary materials, the student must set up an offset press and print a multi-color job maintaining proper register to meet the instructor's satisfaction.

TOOLS AND MATERIALS:

Offset press
Fountain solution
Offset inks
Ink knife
Metal plates
Job stock
Cotton pads
Shop rags
Blanket wash

STUDENT ACTION:

The student sets up the press with the first color ink, installs the first color metal plate and prepares its surface.
The student makes the first color press run.
The student sets up the press with the second color ink, installs the second color metal plate and prepares its surface.
The student makes the second press run.
This process is repeated for each color used.

PERFORMANCE CHECK:

The instructor observes the student's performance to determine if the student properly sets up a multi-color job in register.
A check is made for proper and safe operation of the press.
If there is error, the student is provided corrective suggestions and assisted in completing the task.

NOTE:

Before each run is made, the student should run ten sheets of paper through the press, twice, to see if the press is in register. If it is not in register, the student should check the set-up and make the necessary adjustments.

TASK #87: **Print a Two-Color Duotone**

PERFORMANCE OBJECTIVE: Given the necessary materials, the student must set-up an offset press and print a two-color duotone maintaining proper register to meet the instructor's satisfaction.

TOOLS AND MATERIALS:

Offset press
Fountain solution
Offset inks
Ink knife
Metal plates
Job stock
Cotton pads
Shop rags
Magnifying glass
Blanket wash

STUDENT ACTION:

The student sets up the press with the primary color ink.
The student installs the plate and makes the primary color press run.
The student sets up the press with the secondary color ink.
The student installs the plate and makes the secondary color press run in perfect register with the primary color.

PERFORMANCE CHECK:

The instructor observes the student's performance to determine if the student has properly set up and printed a duotone in register.
A check is made for proper and safe operation of the press.
If there is any error, the student is provided with corrective suggestions and assisted in completing the task.

TASK #88: **Print Reverses or Solids**

PERFORMANCE OBJECTIVE: Given the necessary materials, the student must set up an offset press and print a job containing reverses or solids to meet the instructor's satisfaction.

TOOLS AND MATERIALS:
Offset press
Fountain solution
Offset ink
Ink knife
Metal plate
Cotton pads
Shop rags
Blanket wash

STUDENT ACTION: The student sets up the press and installs a metal plate containing reversed or solid areas.
The student makes a press run maintaining a good coverage of ink over the reversed or solid area.

PERFORMANCE CHECK: The instructor observes the student's performance to determine if the student provides an even amount of ink coverage over the solid areas.
If there is error, the student is offered corrective suggestions for completing the task.

NOTE: If possible, adjust the feeding the system of the press to feed a sheet every other revolution of the press. This will allow the blanket to ink up twice, permitting better coverage of ink over the solid areas.

TASK #89: **Print Two Sides From One Plate**

PERFORMANCE OBJECTIVE: Given the necessary materials, the student must print a two-sided job using the work and turn, or the work and tumble method to meet the instructor's satisfaction.

TOOLS AND MATERIALS:
Offset press
Fountain solution
Offset ink
Ink knife
Offset plate
Job stock
Cotton pads
Shop rags
Blanket wash

STUDENT ACTION: The student sets up the press with the desired color of ink and installs the plate.
The student makes the first press run.
The student turns, or tumbles, the paper and makes the second press run using the same plate used for the first run.

PERFORMANCE CHECK: The instructor observes the student's performance to determine if the student has properly set up the press and printed a two-sided job using only one plate.
If there is any error, the student is shown the correct procedure for completing the task.

NOTE: When printing work and tumble, the student should be taught that the gripper margin will change. He should allow for gripper on the top and the bottom of the sheet.

TASK #90:	**Make Image Adjustments**
PERFORMANCE OBJECTIVE:	Given a press sheet with the improper image placement, the student must make lateral and vertical image adjustments to meet the job's specifications.
TOOLS AND MATERIALS:	Offset press Press sheet Pen or pencil Line gauge
STUDENT ACTION:	The student runs a sheet of paper through the press and makes an impression. The student checks and measures the side to side placement of the image and makes a lateral adjustment. The student checks and measures the up and down placement of the image and makes a vertical adjustment.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has made image adjustments to meet the job's specifications. If there is a problem, the correct procedure for completing the task is demonstrated.

TASK #91:	**Troubleshoot Press Problems**
PERFORMANCE OBJECTIVE:	Given a malfunctioning press, the student must identify the press problems and solve them to meet the instructor's satisfaction.
TOOLS AND MATERIALS:	Offset press manual Press sheets Tools
STUDENT ACTION:	The student checks a press sheet for any press problems (scumming, picking, out of balance, etc.). The student troubleshoots the problem and makes the necessary adjustments.
PERFORMANCE CHECK:	The instructor sets up a number of different problem situations on the press and has the student troubleshoot the problem. The instructor provides corrective suggestions if the student is having difficulty finding the press problem.

TASK #92:	**Clean Offset Press**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must clean and inspect a recently-run offset press to meet the instructor's satisfaction.
TOOLS AND MATERIALS:	Cleanup mattes/cleanup attachment Blanket wash Shop rags Cotton pads
STUDENT ACTION:	The student removes dampening solution and ink from the ink fountain. The student attaches cleanup matte/attachment and thoroughly cleans the press. The student wipes rollers and surfaces clean with a solvent-dampened shop rag.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has adequately cleaned the offset press. If errors were made, the correct procedure for completing the task should be demonstrated.

TASK #93:	**Remove Glaze from Ink Rollers**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must remove glaze from the ink rollers to meet the instructor's satisfaction.
TOOLS AND MATERIALS:	ff pumice Glaze remover Shop rags
STUDENT ACTION:	The student applies ff pumice to a damp shop rag and scrubs rollers to remove glaze. The student applies glaze remover to the ink rollers and wipes them clean.
PERFORMANCE CHECK:	The instructor determines from observation if the student has properly removed glaze from the ink rollers.

TASK #94:	**Clean and Preserve Offset Plate**
PERFORMANCE OBJECTIVE:	Given a freshly printed plate, the student must clean and preserve the plate for protection till further use.
TOOLS AND MATERIALS:	Freshly printed plate Gum arabic solution Cotton pads Cleaner/conditioner
STUDENT ACTION:	The student wipes the plate surface clean with a cleaner/conditioner. The student covers the plate surface with gum arabic solution. The student wipes the plate dry with a clean cotton pad.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has properly cleaned and preserved the plate surface. If the task is done incorrectly, the right procedure should be demonstrated.

TASK #95:	**Make Dampening Form Roller-to-Plate Adjustment**
PERFORMANCE OBJECTIVE:	Given testing strips and the necessary materials, the student must make a dampening form roller-to-plate adjustment that meets the specifications of the press manual.
TOOLS AND MATERIALS:	Offset press Offset plate Two-inch strips of .005 acetate Press manual
STUDENT ACTION:	The student attaches a plate to an offset press and places two-inch strips between the plate and the dampening form rollers on the right and left sides. The student drops the form rollers and pulls on the two-inch strips. A correctly adjusted form roller will have a slight amount of tension on each side when pulled. The student consults the press manual and makes the necessary adjustments.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student ahs correctly made the dampening form roller adjustment. If the student has a problem, the instructor may demonstrate the correct procedure for completing the task.

TASK #96:	**Make Ink Form Roller-to-Plate Adjustment**
PERFORMANCE OBJECTIVE:	Given an old plate and the necessary materials, the student must make an ink form roller-to-plate adjustment to meet the specifications of the press manual.
TOOLS AND MATERIALS:	Offset press Old offset plate Press manual
STUDENT ACTION:	The student attaches an old plate on the offset press. The student drops the inked form rollers into contact with the plate, then raises them again. The student turns the press's handwheel until the inked test lines on the plate appear. A correctly adjusted form roller should show an even strip of ink of about 3/16'' wide. The student makes the necessary adjustments.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has correctly made the ink form roller adjustment. If the student has a problem, the correct procedure for completing the task may be demonstrated.

TASK #97: **Make Plate-to Blanket Adjustment**

PERFORMANCE OBJECTIVE: Given an old plate and the necessary materials, the student must make a plate-to-blanket adjustment to meet the specifications of the press manual.

TOOLS AND MATERIALS:
Offset press
Old offset plate
Press manual

STUDENT ACTION:
The student attaches an old plate on the offset press.
The student drops the ink form rollers (dampening form rollers remain off) and inks the entire surface of the plate.
The student turns the press's handwheel until the plate is in position to contact the blanket.
The student makes an impression between the plate and the blanket cylinder.
A correctly adjusted form roller should show an even strip of ink of about 3/16" wide.
The student makes the necessary adjustments.

PERFORMANCE CHECK:
The instructor observes the student's performance to determine if there is an even amount of pressure between the plate and the blanket cylinders.
The instructor provides corrective suggestions if the student has difficulty completing the task.

TASK #98:	**Make Impression Adjustment [Squeeze Test]**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must make an impression adjustment to meet the specifications of the press manual.
TOOLS AND MATERIALS:	Offset press Old offset plate Press manual
STUDENT ACTION:	The student attaches an old plate on the offset press and places the image on the blanket in the normal manner. The student turns the press's handwheel until the blanket image is over the solid portion of the impression cylinder. The student places a piece of paper between the blanket and impression cylinders and makes an impression. The student makes necessary adjustments.
PERFORMANCE CHECK:	The instructor observes the student's perfomance to determine if there is an even amount of pressure between the blanket and impression cylinders. If the student has a problem, the correct procedure for completing the task should be demonstrated.

TASK #99:	**Replace Blanket**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must replace an old or worn blanket with a new blanket to meet the press's specifications.
TOOLS AND MATERIALS:	New blanket Packing sheets Micrometer Blanket wash Shop rag Press manual
STUDENT ACTION:	The student removes the old blanket and cleans the blanket cylinder. The student prepares the packing sheets (check press manual for thickness) if the press being used requires them. The student secures the forward edge of the blanket and the packing sheets to the blanket cylinder. The student secures the trailing edge of the blanket and packing sheets to the blanket cylinder.
PERFORMANCE CHECK:	The instructor checks the blanket cylinder to determine if the student has correctly installed a new rubber blanket. If the student has a problem, the correct procedure for completing the task should be demonstrated.

TASK #100:	**Replace Dampening Cover**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must replace an old or worn dampening cover to meet the manufacturer's recommendation.
TOOLS AND MATERIALS:	Razor blade New dampening cover
STUDENT ACTION:	The student removes the old dampeninmg cover from the roller. The student installs a new dampening cover, puts the roller back on the press and makes the dampening form roller-to-plate adjustment.
PERFORMANCE CHECK:	The instructor checks the dampening cover to determine if the student has correctly removed and replaced the worn cover. If the student has a problem, the correct procedure for completing the task should be demonstrated.
NOTE:	Before the student replaces the old dampening form roller cover, he should first clean the roller with soap and water to be sure the cover really needs replacement, not simply cleaning.

TASK #101:	**Lubricate the Press**
PERFORMANCE OBJECTIVE:	Given lubricants, the student must lubricate the offset press's vital areas to meet the manufacturer's recommendation.
TOOLS AND MATERIALS:	Press manual #20 SAE motor oil Shop rag Gear grease
STUDENT ACTION:	The student locates each lubrication point as indicated by manual. The student starts at a point on the press and works around the press, lubricating according to the press manual. The student greases the gears of the press according to the press manual.
PERFORMANCE CHECK:	The instructor checks the press's vital areas to determine if the student has thoroughly lubricated the press to the specifications of the press manual.
NOTE:	Make sure the press is stopped before attempting any press lubrication. Lubricate any moving parts by turning the hand wheel.

Bindery and Finishing

Task #102	Identify paper
Task #103	Test paper grain
Task #104	Cut paper
Task #105	Make a "dutch" paper cut
Task #106	Trim an eight-page booklet
Task #107	Replace paper cutter blade
Task #108	Gather paper
Task #109	Jog paper
Task #110	Pad paper
Task #111	Drill holes
Task #112	Make a single fold
Task #113	Make an accordian fold
Task #114	Make two right angle folds
Task #115	Make a side stitch

continued on next page...

Task #116	Make a saddle stitch
Task #117	Score or perforate on the offset press
Task #118	Wrap a stack of paper

TASK #102:	**Identify Paper**
PERFORMANCE OBJECTIVE:	Given paper samples, the student must identify and label the paper with 80% accuracy.
TOOLS AND MATERIALS:	Paper samples Magnifying glass Pen or pencil Stitcher
STUDENT ACTION:	The student identifies paper and labels it by weight, name and size.
PERFORMANCE CHECK:	The instructor tests the student to determine if the student can correctly identify samples of paper.

TASK #103:	**Test Paper Grain**
PERFORMANCE OBJECTIVE:	Given a sheet of paper, the student must determine the paper grain by using at least two different test methods.
TOOLS AND MATERIALS:	Paper samples
STUDENT ACTION:	The student differentiates between long grain and short grain. The student determines paper grain by the tearing, folding, bending, or wetting test.
PERFORMANCE CHECK:	The instructor asks the student to perform two different methods of testing paper grain. If errors are observed, the task may be re-assigned.

TASK #104:	**Cut Paper**
PERFORMANCE OBJECTIVE:	Given whole sheets of paper, the student must follow strict safety measures and cut the paper to the proper size.
TOOLS AND MATERIALS:	Guillotine paper cutter Line gauge Lift of paper Pen or pencil
STUDENT ACTION:	The student recognizes the safety procedure to be observed in paper cutting. The student sets up the paper cutter and makes the paper cuts from stock estimation figures.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has met the objective. A check is made for proper and safe operation. If the student has a problem, the instructor will show him the correct procedure and supervise until the task is complete.

TASK #105:	**Make a "Dutch" Paper Cut**
PERFORMANCE OBJECTIVE:	Given whole sheets of paper, the student must follow strict safety measures and make a "dutch" paper cut to get the most sheets possible from the whole sheet.
TOOLS AND MATERIALS:	Guillotine paper cutter Line gauge Lift of paper
STUDENT ACTION:	The student recognizes the safety precautions necessary in paper cutting. The student figures the "dutch" paper cut to get as many cut sheets as possible from a whole sheet of paper. The student sets up the paper cutter and makes the "dutch" paper cut.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has correctly figured and made a "dutch" paper cut. A check is made for proper and safe operation. If the student has a problem, the instructor will show the student the correct procedure and supervise until the task is mastered.
NOTE:	When making a "dutch" paper cut, the student should be made aware of the fact that some of the sheets will have the grain running in different directions.

TASK #106:	**Trim an Eight-Page Booklet**
PERFORMANCE OBJECTIVE:	Given an assembled eight-page booklet, the student must follow strict safety measures and trim the booklet, making three precise cuts.
TOOLS AND MATERIALS:	Assembled eight-page booklet Guillotine paper cutter Line gauge
STUDENT ACTION:	The student recognizes the precautions to be observed in paper cutting. The student trims the booklet, making a sequence of three precise cuts.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student correctly can trim an assembled eight-page booklet. A check is made for proper and safe operation. If the student has a problem, the instructor will show him the correct procedure and supervise until the task is mastered.
NOTE:	Have the student stack only a few booklets in the paper cutter at a time. This limits the possibility of making an uneven cut.

TASK #107:	**Replace Paper Cutter Blade**
PERFORMANCE OBJECTIVE:	Given the necessary materials, the student must remove and replace the paper cutter blade to meet the instructor's satisfaction.
TOOLS AND MATERIALS:	Guillotine paper cutter Sharpened paper cutter blade Wrenches
STUDENT ACTION:	Observing proper safety precautions, the student removes the blade from a guillotine paper cutter. The student carefully installs a new paper cutter blade and secures all bolts for proper cutting action.
PERFORMANCE CHECK:	The instructor checks the paper cutter blade to determine if the stydent has correctly removed and replaced the blade. If the student has a problem, the instructor will show the student the correct procedure and supervise until the task is completed.

TASK #108:	**Gather Paper**
PERFORMANCE OBJECTIVE:	Given individual sheets or pages, the student must gather the paper to achieve the correct order for assembly.
TOOLS AND MATERIALS:	Lifts of individual sheets or pages Collator
STUDENT ACTION:	The student gathers individual sheets or pages by putting the stacks of paper in order on a table and picking up one sheet from each stack for correct assembly. The student gathers individual sheets or pages using an automatic collator.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has met the objective.

TASK #109:	**Jog Paper**
PERFORMANCE OBJECTIVE:	Given a lift of paper, the student must jog the paper, making a neat, evenly-piled stack.
TOOLS AND MATERIALS:	Lift of paper Power jogger
STUDENT ACTION:	The student jogs a stack of paper by hand then jogs a stack of paper with the power jogger.
PERFORMANCE CHECK:	The instructor asks the student to perform two different methods of paper jogging and makes recommendations for improvement.

TASK #110: **Pad Paper**

PERFORMANCE OBJECTIVE: Given a stack of evenly jogged paper, the student must pad and separate the paper to meet the instructor's satisfaction.

TOOLS AND MATERIALS:
Stack of jogged paper
Chipboard
Padding press/ lead weight
Padding compound
Padding brush
Padding knife
Guillotine cutter

STUDENT ACTION:
The student applies padding solution to the lead edge of an evenly jogged stack of paper.
The student waits for the padding compound to dry and separates the pads with a padding knife.
The student trims the pad on three sides with a guillotine paper cutter.

PERFORMANCE CHECK:
The instructor observes the student's work to determine if the student has met the objective.
The instructor makes recommendations for improvement.

TASK #111:	**Drill Holes**
PERFORMANCE OBJECTIVE:	Given an evenly jogged stack of paper, the student must drill holes in the paper that are at the appropriate distance for fitting into binding.
TOOLS AND MATERIALS:	Lift of paper Power drill
STUDENT ACTION:	The student drills holes into a lift of paper (approximately ½" stack at a time).
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the student has met the objective. The instructor makes recommendations for improvement if needed.

TASK #112:	**Make a Single Fold**
PERFORMANCE OBJECTIVE:	Given a sheet of paper, the student must make a single fold from edge to edge to meet the specifications of the job.
TOOLS AND MATERIALS:	Wooden or bone folder Electric folder
STUDENT ACTION:	The student folds paper by hand and creases it with a wooden or bone folder. The student sets up the paper folder for a single fold, feeds the paper and makes a single paper fold.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the paper is correctly folded to meet the requirements of the job. If a problem arises, the student is allowed time to practice, before completing the task.

TASK #113:	**Make an Accordian Fold**
PERFORMANCE OBJECTIVE:	Given a sheet of paper, the student must make an accordian fold (double fold) on the electric folder to meet the specifications of the job.
TOOLS AND MATERIALS:	Paper Electric folder
STUDENT ACTION:	The student sets up the paper folder for an accordian fold, feeds the paper and makes the fold.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the paper is correctly folded to meet the specifications of the job. If a problem arises, the instructor allows the student time to practice, before completing the task.

TASK #114:	**Make Two Right Angle Folds**
PERFORMANCE OBJECTIVE:	Given a printed eight-page sheet, the student must make two right-angle folds on the electric folder to meet the specifications of the job.
TOOLS AND MATERIALS:	Eight-page signature Electric paper folder
STUDENT ACTION:	The student sets up the paper folder for making two right-angle folds, feeds the paper and makes the fold.
PERFORMANCE CHECK:	The instructor observes the student's performance to determine if the paper is correctly folded to meet the specifications of the job. If a problem arises, the student will be allowed time to practice, then complete the task.

TASK #115:	**Make a Side Stitch**
PERFORMANCE OBJECTIVE:	Given a stack of paper, the student must make a side stitch on the edge of the paper that is even and stitched completely through the stack.
TOOLS AND MATERIALS:	Stack of paper Power stitcher
STUDENT ACTION:	The student makes a side stitch on the edge of a stack of evenly jogged paper.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student meets the objective. When necessary, the instructor will show the student the proper use of the stitcher and direct the completion of the task.

TASK #116:	**Make a Saddle Stitch**
PERFORMANCE OBJECTIVE:	Given an eight-page booklet, the student must make a saddle stitch on the edge of the booklet that is even, and stitched completely through the booklet.
TOOLS AND MATERIALS:	Gathered eight-page booklet Power stitcher
STUDENT ACTION:	The student sets up the stitcher and makes a saddle stitch on the fold of the booklet.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student has met the objective. When necessary, the instructor shows the student the proper use of the stitcher, then lets the student complete the task.

TASK #117:	**Score or Perforate on the Offset Press**
PERFORMANCE OBJECTIVE:	Given a printed job, the student must score/perforate the paper on the offset press to meet the specifications of the job.
TOOLS AND MATERIALS:	Offset press Scoring/perforating strip Old blanket Rubber cement Paper Exacto knife
STUDENT ACTION:	The student replaces the offset press's blanket with an old blanket. The student applies scoring/perforating material to a press sheet and applies rubber cement to the impression cylinder. The student hand-feeds the press sheet so it will wrap around the impression cylinder and cuts the press sheet right behind the gripper. The student re-adjusts the impression and the double sheet detector, then makes the scoring/perforating run.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the student has scored/perforated the paper to meet the specifications of the job.

TASK #118:	**Wrap a Stack of Paper**
PERFORMANCE OBJECTIVE:	Given a completed job, the student must wrap a stack of jogged paper for delivery, to meet the instructor's satisfaction.
TOOLS AND MATERIALS:	Wrapping paper Wrapping tape Razor blade or matte knife
STUDENT ACTION:	The student wraps a completed production job for delivery to the customer.
PERFORMANCE CHECK:	The instructor observes the student's work to determine if the job is wrapped properly for delivery.

Pre-Employment and Placement

Task #119	Use career information resources
Task #120	Describe job requirements and conditions
Task #121	Identify sources of employment opportunities
Task #122	Complete a job application form
Task #123	Prepare a resume
Task #124	Prepare for job interview
Task #125	Demonstrate interview skills and follow-through
Task #126	Starting and keeping a job
Task #127	Leaving a job and moving ahead

TASK #119: **Use Career Information Resources**

PERFORMANCE OBJECTIVE: Given access to school resource materials, the student must locate and use at least 3 standard resources available to obtain specific career information about jobs in the graphic arts field.

TOOLS AND MATERIALS: (These suggested resources should be adapted to actual materials available in the local school.)

General references:

Occupational Outlook Handbook
Dictionary of Occupational Titles
Encyclopedia of Careers and Vocational Guidance

Graphic arts occupational references:

Occupational briefs
Trade journals
Computerized guidance systems
Employer literature

STUDENT ACTION: The student uses general and specific resources to research the career field and related jobs in graphic arts.
The student visits career resource center or placement office to learn location and retrieval system for career information.
The student will research one or more specific job titles, using at least 2 resources, to answer such questions as types of work settings, entry and advanced wages, appropriate unions, training or educational requirements, job duties.
The student makes a report of the research assignment.

PERFORMANCE CHECK: The instructor checks for demonstration that at least 3 resources were used and that the student understands how questions about careers can be answered using local resources.

continued on next page...

The instructor checks to see that class discussion of reports covers a variety of occupational settings and job titles. Instructor can introduce jobs not identified by students to demonstrate applicability of graphic arts skills to a variety of occupations.

NOTE: The instructor should see that adequate occupational/career resources are available in the school career resource center, learning center, or classroom.

TASK # 120: **Describe Job Requirements and Conditions**

PERFORMANCE OBJECTIVE: Given a series of job want-ads or job descriptions, the student must be able to identify factors to consider in comparing various career choices.

TOOLS AND MATERIALS:
Newspaper want-ads
Illinois Job Service job listings
School placement office job orders

STUDENT ACTION: The student studies independently or through class discussion a variety of real or simulated job opportunities and identifies at least 4 of the following or other factors, stated or implied, which should be considered for comparison:

- skill and training requirements
- experience requirements
- opportunities for advancement, continuing education or training
- shift requirements or working hours
- overtime requirements
- union affiliation, apprenticeship
- occupational hazards
- wage and salary information

Following identification of such factors, the student lists for each opening at least 3 questions which should be asked of a potential employer to adequately compare that opening to another.

PERFORMANCE CHECK: As each opening is discussed, the instructor may list identified variable factors and check to see that the total list covers most of those above.

Following the class exercise, the instructor checks to see that the student can read a given want-ad or description and list, without reference to the name, at least 3 factors about which the potential employer should be questioned.

TASK #121: **Identify Sources of Employment Opportunities**

PERFORMANCE OBJECTIVE: Given information about school and community sources of information concerning employment opportunities, the student must list available sources and describe procedures required to use their services.

TOOLS AND MATERIALS:

Registration forms from school placement office
Brochure, handout, or resource materials from school placement coordinator
Resource visit and/or literature from Job Service representative
Job opportunity bulletin or posted orders from school or other local sources
Newspaper want-ads
Trade journals or newsletters
Local telephone directory

STUDENT ACTION : The student will study through a combination of class resource visits, completion of forms, review of job listings and directories the various sources of information about job openings.

PERFORMANCE CHECK: The instructor will check to see that for each source discussed, the student can describe appropriate procedures for using the services (registration, appointments needed, location of posted printed listings, etc.)
The instructor will check to see that the student can identify at least one additional informal source (friends, neighborhood employer, etc.) not discussed.

NOTE: Listed tools and materials are intended to be representative of the types from which available resources may be selected.

TASK #122:	**Complete a Job Application Form**
PERFORMANCE OBJECTIVE:	Given a sample job application form, the student must thoroughly complete all items.
TOOLS AND MATERIALS:	Handout (GENERAL PROCEDURES/POCKET RESUME) Handout (APPLICATION FOR EMPLOYMENT) Blue or black pen
STUDENT ACTION:	The student will complete a sample job application form honestly and to the best of his/her ability.
PERFORMANCE CHECK:	The instructor checks the completed sample job application form for neatness, legibility, and completeness. If the student encounters a problem, offer corrective suggestions for completing the task and give the student a new form if necessary.
NOTE:	While copies of the sample form provided may be used, local employers may furnish copies of actual job application forms which can increase student motivation. Use of a variety of forms and relating the application to a specific job opportunity of interest to the student are helpful techniques.

GENERAL PROCEDURES FOR COMPLETING JOB APPLICATION FORMS

1. Print or type.
2. Use blue or black ink. Take a pen with you.
3. Answer every question which applies to you. If it does not apply, write N/A (not applicable) or draw a line through the blank to indicate that you didn't overlook the question.
4. Spell correctly.
5. Be neat.
6. Take a sample form you have completed as a guide.
7. Fill out the form; don't just attach a resume.
8. Follow directions; read it over before you start. If something is unclear, ask questions.
9. Let the employer know about special training or experiences.
10. The application remains to speak for you--so, check it over.
11. Try to target information to employer's needs.
12. Don't sell yourself short.
13. Be honest. (Employers check.)

Pocket Resume

Name_____ Phone_____

Address_____

EDUCATION	Name & Address of School	How Long Attended	Year Graduated	Courses or Degree
HIGHEST GRADE COMPLETED				
OTHER TRAINING, ETC.				
TOOLS, EQUIPMENT, MACHINES OPERATED				

WORK EXPERIENCE (EMPLOYMENT RECORD)

EMPLOYER'S NAME AND ADDRESS	NAME OF SUPERVISOR	FROM	TO	WAGE OR SALARY

REFERENCE	ADDRESS	PHONE NUMBER

PREVIOUS ADDRESSES:

Number Street Zip Code Telephone NO.

OTHER INFORMATION:

SOCIAL SECURITY NO.

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

The Civil Rights Act of 1964 prohibits discrimination in employment because of race, color, religion or national origin. Public Law 92 prohibits discrimination because of age. The laws of some states prohibit some or all of the above mentioned types of discrimination.

PERSONAL

Date: _____

Name _____ Social Security No. _____
Last First Middle Initial

Present address _____
No. Street City State Zip

How many years have you lived at this address? _____ Telephone No. ( ) _____
Area

Previous address _____ How long did you live there? _____
No. Street City State Zip

Job(s) applied for 1. _____ Rate of pay expected $ _____ per _____

2. _____ Rate of pay expected $ _____ per _____

How did you learn of this opening? _____

Do you want to work ☐ Full-Time or ☐ Part-time. Specify days and hours if part-time _____

Have you worked for us before? _____ If yes, when? _____

List any friends or relatives working for us _____

_____

on what date will you be available to start work? _____

A. Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Company?

_____

_____

_____

If hired, do you have a reliable means of transportation to get to work? _____

Do you have any physical handicaps which would prevent you from performing specific kinds of work? _____ If yes, describe the defect(s) and explain the work limitations. _____

_____

_____

Have you had a serious illness in the past 5 years? ☐ No ☐ Yes (describe) _____

Have you ever received compensation for injuries? ☐ No ☐ Yes (explain) _____

_____

Have you ever been convicted of a crime, excluding misdemeanors and summary offenses? ☐ No ☐ Yes

If yes, describe in full _____

_____

Person to be notified in case of accident or emergency

Phone Number _____ Name _____

Relationship _____ Address _____

EDUCATIONAL BACKGROUND

TYPE OF SCHOOL	NAME AND ADDRESS	How Many Years Attended	Graduated	COURSE OR MAJOR
GRAMMAR OR GRADE			☐Yes ☐No	
HIGH SCHOOL			☐Yes ☐No	
COLLEGE			☐Yes ☐No	
POST GRADUATE			☐Yes ☐No	
BUSINESS OR TRADE			☐Yes ☐No	
OTHER			☐Yes ☐No	

MILITARY SERVICE RECORD

Have you ever served in the armed forces? ☐ Yes ☐ No If yes, what branch? _____

Dates of duty: From _____ (Month Day Year) To _____ (Month Day Year) Rank at discharge _____

What were your duties in the Service (include special training and duty station)? _____

_____

Have you had any schooling under the G. I. Bill of Rights? If yes, describe. _____

_____

TO THE APPLICANT:

Do not answer any *italicized* question below the double line unless the employer has checked the box next to the question. A check indicates that the information requested is needed for 1) a bonafide occupational qualification, 2) is in compliance with national security laws, or 3) other legally permissible reasons.

☐ *Are you over 21 years of age?* ☐ *Yes* ☐ *No* *If no, employment is subject to verification that you are of minimum legal age.*

☐ *When were you born?* _____ (Month Day Year)

☐ *How old are you?* _____

☐ *Sex:* ☐ *Male* ☐ *Female*

☐ *Height:* *ft.* _____ *in.*

☐ *Weight:* *lbs.* _____

☐ *What is your marital status* ☐ *Single* ☐ *Engaged* ☐ *Married* ☐ *Separated* ☐ *Divorced* ☐ *Widowed*

☐ *When were you married?* _____ (Month Day Year)

☐ *How many dependents do you have (including yourself)?* _____

☐ *Are you a United States Citizen?* ☐ *Yes* ☐ *No*

☐ *Have you registered for the Draft?* ☐ *Yes* ☐ *No*

☐ *What is your Selective Service classification?*

☐ *Please tell us when you attended school.*

☐ *Elementary* - - *From* _____ *to* _____ ☐ *College* - - - - *From* _____ *to* _____

☐ *High School* - - *From* _____ *to* _____ ☐ _____ *(other)* - *From* _____ *to* _____

☐ *Have you ever been bonded?* ☐ *Yes* ☐ *No* *If yes, for what job(s)?* _____

☐ *Employer may ask other bonafide occupational questions below:*

☐ _____

PERSONAL REFERENCES

(Excluding Former Employers or Relatives)

Name and Occupation	Address	Phone Number
1.		
2.		
3.		

PRIOR WORK HISTORY (LIST IN ORDER, LAST OR PRESENT EMPLOYER FIRST)

DATES FROM	DATES TO	NAME AND ADDRESS OF EMPLOYER	RATE OF PAY START	RATE OF PAY FINISH	SUPERVISOR'S NAME AND TITLE	REASON FOR LEAVING
Describe in detail the work you did.						

DATES FROM	DATES TO	NAME AND ADDRESS OF EMPLOYER	RATE OF PAY START	RATE OF PAY FINISH	SUPERVISOR'S NAME AND TITLE	REASON FOR LEAVING
Describe in detail the work you did.						

Occasionally the form of an application blank makes it difficult for an individual to adequately summarize his complete background. To assist us in finding the proper position for you in our company, use the space below to summarize any additional information necessary to describe your full qualifications.

PLEASE READ CAREFULLY
APPLICANT'S CERTIFICATION AND AGREEMENT

I eby certify that the facts set forth in the above employment application are true and complete to the best of my knowle I understand that if employed, falsified statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make any investigation of my personal history and financial and credit record through any investigative or credit agencies or bureaus of your choice.*

Signature of Applicant _____

TASK #123:	**Prepare a Resume**
PERFORMANCE OBJECTIVE:	Given sample resumes and resume information sheet, the student must organize, develop, and prepare a personal resume acceptable for use in pursuing a job.
TOOLS AND MATERIALS:	Handout (RESUMES) Handout (SAMPLE CHRONOLOGICAL & FUNCTIONAL RESUMES) Pen or pencil Paper
STUDENT ACTION:	The student will assess personal skills, experiences, interest, and background and organize information relevant to potential employment. The student will develop a personal resume and prepare it to acceptable standards and practices.
PERFORMANCE CHECK:	The instructor observes the students work to determine that information selected is relevant to potential employment. The instructor checks to see that each developing resume uses a format that is logical, clear, and concise. If the student has difficulty, the instructor should demonstrate acceptable procedures for completing the task.
NOTE:	After the task has been completed, the students can typeset and print the resume for their own personal use.

RESUMES

The resume is one of the most important tools in the job search. Its purpose is to make you stand out among all the other applicants and to get you invited to an interview for the job.

It's more than just a listing of the jobs you've had. It represents the sum total of your career objectives, your education, experience, and personal history in a precise, attractive way.

Here are some general pointers in preparing your resume.

1. Always be completely accurate and truthful, as misrepresentation will catch up with you.

2. Say only what needs to be said and no more; you want the employer to invite you to an interview to find out more about you. Leave plenty of white space, but two pages is maximum.

3. Resumes that are so general that they apply to any kind of job opening usually fail to interest anyone.

4. Don't explain job changes, state salaries, give religious affiliations, include a picture of yourself, or give your references in the resume.

5. Always have friends proofread your resume and give you their comments and suggestions before you send it out.

6. Neatness counts. The final form should have the polished look of a professional resume.

Resume Format

There's no single best format for your resume, but generally speaking, if your past experiences all seem to be a straight line toward the job you are seeking, the chronological (historical) approach may be best. This is the most common format, and it is easily transferred to an application form.

On the other hand, if you have had a more varied and diversified job record, the functional approach, where you combine things the various jobs had in common under appropriate headings.

Here are the elements of all resumes.

<u>Personal</u>:

YOUR FULL NAME
Your complete address
Your home telephone number

Optional: You may wish to provide other information which you think will help in getting a specific job. Being unmarried and free to travel or relocate may be relevant. In applying for a job with a religious organization, being of the same faith may help. Attaching a picture is not advised.

Job Objective:

A concise and descriptive statement about the type of work you are seeking; include, if possible, the job function and the type of work setting you desire. The job objective is important because it guides the organization of the rest of the resume, determining what should be included and what should not.

Education:

Here list the schools you've attended, any honors or special programs you participated in, and any other training. You may also wish to list specific courses you have taken that relate to your job objective. Don't overlook your experiences associated with school as a fine opportunity to demonstrate some of your strengths and accomplishments.

Work Experience/Employment History

If you use the chronological approach, it is customary to begin with your last job first, giving the inclusive dates, the name and location of the company, your job and title when leaving, a short description of your responsibilities and duties, and any accomplishments and recognition you may claim. Overlook nothing important in this area, including any promotions, raises, or anything that you accomplished or was brought about through your help.

If you use the functional format, the first thing to do is to take stock of all the jobs you've ever had, picking out their similarities by the kinds of tasks or functions they have in common. For example, baby sitting and being a lifeguard both involve working with people, so you could make that a heading --"Working With People"--and under it list your experiences and accomplishments. Then make a separate simple listing of the inclusive dates, your title, and the company's name and location.

Personal Interests:

Use this section to reveal something personal about yourself--your hobbies, leisure activities, interests, etc.

References:

You may state "References will be provided on request," or list references, giving complete contact information (be sure you have permission to use a person's name.)

SAMPLE CHRONOLOGICAL RESUME

Single
Excellent Health
Born November 12, 1960

MARY ELLEN WHITNEY
10 North Adams Avenue
Springfield, Illinois
Home Phone: 889-7763

Job Objective

To serve as a working helper to the manager of a large restaurant doing a brisk family dinner trade with opportunity to learn all phases of restaurant management and retail food preparation.

Education

Graduated from Dunmore Community High School in 1977

Courses Completed

Home Economics	Mathematics
Principles of Retail Management	Career Education
Bookkeeping	Quantity Goods
Typing and Secretarial	

Work Experience

Summer, 1976 — WALNUT INN, 100 First Avenue, Springfield, Illinois
Waitress and Salad Girl
As assistant to the head waitress, supervised two part-time waitresses in addition to being responsible for planning and preparing the Inn's salad bar each day.
Accomplishments include the development of an innovative system for minimizing food wastes, and improved method of timekeeping for the part-time waitresses, and a custom menu format. Was able to increase volume by about twenty percent.

Summer, 1975 — MAIN STREET DINER, 5512 Main Street, Springfield, Illinois
Short Order Cook
Responsible for preparing short order fare, keeping stock inventory, placing wholesale orders, and maintaining cleanliness standards.

Summer, 1974 — BARK 'n' MOO, Highway 66 North, Springfield, Illinois
Carhop
Was responsible for serving customers in their cars and keeping outside area clean. Had sizable income from tips.

1973-74 — DUNMORE COMMUNITY GRADE SCHOOL, Dunmore, Illinois
Student Cafeteria Helper
Assisted in the cafeteria luncheon line.

Personal Interests

Twice a winner of the State Fair Pie Contest, I enjoy cooking and inventing new dishes. In my neighborhood, I have organized an informal group of my friends that meet monthly to sample foods from foreign lands and enjoy planning my family's menu. Other hobbies include photography, swimming, and ice skating.

References

References will be provided on request.

SAMPLE FUNCTIONAL RESUME

GARY LEE HEINRICH
11 North Adams Avenue
Springfield, Illinois
Home Phone 889-7761

JOB OBJECTIVE

Seek responsible maintenance position in modern apartment complex, commercial building, or health care institution.

EDUCATION

Graduated from Dunmore Community High School in 1977.

Courses Completed

Industrial Arts I	Bookkeeping
Industrial Arts II	Building & Trades
Industrial Arts III	Auto Mechanics
Mathematics	Career Education

EXPERIENCE IN LANDSCAPING

Responsible for lawn care of over thirty residences in my neighborhood; activities included mowing, seeding, trimming shrubbery, trimming sidewalks and terraces, and care of flower gardens.

REPAIRING EXPERIENCE

Responsible for pumping gas, washing cars, and simple maintenance at a high volume service station; worked on virtually all types of cars and trucks.
As neighborhood "handy man" specialized in many odd jobs for neighbors.
Handled all but major maintenance jobs in grocery store including electrical wiring, repair of grocery carts, and maintaining and repairing security devices.

PAINTING EXPERIENCE

Have assisted in painting over twenty houses, doing both inside and outside work including walls, ceilings, and trim, both with brush and roller.
Completely prepared my car for painting and enamel spraying.

BUILDING EXPERIENCE

Assisted my father in adding a room to our house; included drywalling, roofing, installing carpeting, and wiring.
Planned and constructed a large array of heavy-duty shelves for storing dry goods at grocery store.
As roofer's helper, assisted in roofing over thirty houses. Experience includes setting scaffolding, applying shingles and siding, and applying tar.

EMPLOYMENT HISTORY

1976 - present:	Part-time general helper MOSELY GROCERY, 110 First Avenue Springfield, Illinois
Summer, 1975:	Roofer's Assistant A-1 ROOFING COMPANY, 5512 Main Street Springfield, Illinois
Summer, 1974:	Service Station Attendant & Mechanic's Helper SAMPLE'S SERVICE STATION, Highway 66 North Springfield, Illinois
Summer, 1973:	Self-employed in lawn care and handyman

PERSONAL INTERESTS

Hobbies include reading Popular Mechanics and Citizens Band Radio.

TASK #124:	**Prepare for Job Interviews**
PERFORMANCE OBJECTIVE:	Given handouts with interview standards, the student must demonstrate understanding of steps needed to arrange and prepare for a job interview.
TOOLS AND MATERIALS:	Handout (JOB INTERVIEWS) Completed job application form (from Task #122) Completed personal resume (from Task #123)
STUDENT ACTION:	The student studies the handout on job interviews and participates in class discussion on the following aspects: personal appearance, perparing for an interview, questions frequently asked, and problem questions. The student reviews completed job application form and personal resume to identify questions a potential employer is likely to ask him/her.
PERFORMANCE CHECK:	The instructor evaluates the student's understanding of the information via class discussion. The instructor checks to see that the student can anticipate at least two questions a potential employer is likely to ask.

JOB INTERVIEWS

The interview provides an opportunity for face-to-face communication between the prospective candidate and the employer. The job interview is a critical point in the job search, as all but the successful applicants will be eliminated from the competition for the job. This one conversation will probably determine whether you are hired or not, so it is best to know what to expect.

Personal Appearance

*Be neat and clean
*Check clothing, hair, nails, ears, etc.
*Freshly bathed
*Use deodorant
*Hair neatly trimmed and combed
*Brush teeth; fresh breath
*Dress conservatively
*Clothing should be clean and pressed
*Avoid clothing styles that will distract the interviewer's attention from you as a person
*Suggested clothing for men:
dark suit (blue, dark grey, brown)
black or brown shoes (clean, not overly worn)
light shirt
plain tie
dark socks
no sunglasses
(remove your hat!)
*Suggested clothing for women:
dress, suit, pant suit (not too casual)
stockings
low-to-medium heeled shoes
no sunglasses
shoes clean and not overly worn

*Get a good night's rest the night before the interview
*If you are ill, call and postpone your interview if possible
*Be natural
*Be yourself
*Don't slouch - use good posture
*Be pleasant
*Be wide-awake intelligent listener
*Don't appear too tense or too relaxed!

*Practice voice control
*Use good diction
*Use correct grammar

*Be poised
*Watch your manners (these are as important as your qualifications)
*Don't do anything that would offend those you want to impress
*Control your emotions
*Don't smoke or chew gum
*Do ask pertinent questions
*Don't sit down until the interviewer asks you to be seated.

Preparing for an Interview

The interviewer will discuss with you the answers you have given on your resume or on the employment application. He or she will enlarge your answers in order to draw you out in more detail, attempting to discover the following things about you:

How you express yourself
The extent of your vocabulary
Your mannerisms
Your ability to "think on your feet"
Your basic temperament
Your ability to get along with others
Your sense of humor

The interviewer will also be looking for the personal characteristics:

Positives	Negatives
Appearance	Nervousness
Courtesy	Agitation
Sincerity	Evasiveness
Humility	Overaggressiveness
Self-confidence	Bragging
Method of reasoning	Downtrodden attitude
Intelligence	Antagonism
Patience	Personality quirks
Enthusiasm	Proneness to complain
Interest	
Grasp of situation	

In preparing yourself for that important job interview, you should spare no pains to do anything that might give you an advantage.

Try to get an early interview, the time of day or the day of the week can be important. Try to avoid Monday morning interviews, interviews immediately before or after lunch, or interviews just before a holiday. Friday morning interviews are great if you can manage one. Also, try to arrange the interview with your peak phase of the day.

Get things together that you may want to have with you at the interview, in case you need them--letters of recommendation, certificates, awards, extra resumes or pocket resume forms, transcripts, notebook, pad, and pen, etc.

Finally, give yourself "once-over", make sure you have everything, and BE PROMPT: not too early; not at all late. Ten to fifteen minutes before your appointment is considered about right!

Questions Frequently Asked

It can be embarrassing--and frequently disastrous--to be stumped on an interview question. It's best to have answers ready for the questions that are likely to be asked. Here are some of the most frequent:

1. Tell me a little bit about yourself.
2. What are your future vocational plans?
3. In what school activities have you participated?
4. What are your hobbies?
5. In what type of position are you interested?
6. Why do you want to work for us?
7. What jobs have you held?
8. What do you know about the company?
9. What relevant training have you received?
10. What determines progress in a company?
11. What are your salary requirements?
12. Why do you want this job?
13. Can you follow instructions?
14. Can you take criticism?
15. What have you learned from other jobs?
16. What kind of work interests you?
17. Were you in the military?
18. Do you like routine work?
19. Have you any serious illness or disability?
20. Do you plan to return to school?
21. Do you like to travel?
22. How do you feel about working overtime?
23. Why do you feel you are qualified for this job?

Problem Questions

It is very easy to be "put on the spot" during a job interview. In fact, unless you are really prepared for some of the tough questions, you can count on running into one that you won't know how to answer. That's why it is so important that you are prepared to answer questions like:

"Why do you want to work for this company?"
"What is the real reason you left your last job?"
"What do you have to offer us?"
"How much do you figure you're worth? Why?"

Here are some sample interview situations and some suggested ways of dealing with them:

Poor references from the last job. If you know that a former employer will not give you a good reference, it's best to admit it from the first, explaining why you weren't suited for the job. Suggest that other references may have much better things to say about you.

"Hopscotch" job history. If you've jumped from job to job a lot, you might explain that you were interested in exploring different kinds of work roles and that you now are sure that you've finally found the kind of work that suits you.

Lack of education. Don't try to hide your educational deficincies or weaknesses in certain academic areas. For example, if you are poor in writing and spelling, the fact that you are willing to admit it shows that you are aware of your problems and are likely to work upon improving them.

About pay. Even if the paycheck is one of your uppermost concerns, don't appear to be overly interested in money. Be modest. More important in the long run is the amount of opportunity the job offers you. Show that you are ambitious and expect to earn and receive promotions.

Physical and mental problems. If you have a handicap of any kind that may affect your job performance, be sure to mention it to the interviewer, but be careful not to undervalue your capabilities.

Statements to avoid:

"I need the money to pay my debts."
"I need the job because I'm getting married."
"I'll take any job you have."
"Please give me the job because I need it worse than anyone else."

TASK #125: **Demonstrate Interview Skills and Follow-Through**

PERFORMANCE OBJECTIVE: Given completed job application and resume, the student must demonstrate understanding of preparation and communication skills needed in the job interview through participation in a simulated interview and identification of appropriate follow-through procedures.

TOOLS AND MATERIALS:
Handout (JOB INTERVIEWS from Task #124)
Completed job application form (from Task #122)
Completed personal resume (from Task #123)
Community resource person as interviewer (optional)
Job description or job opportunity listing

STUDENT ACTION: The student will be interviewed individually by a community resource person experienced in hiring interviews (or by the instructor or another student).
After the simulated interview, the student will identify any appropriate follow-through procedures, such as a thank-you letter, telephoning the employer in a few days to determine outcome, expecting a call from the employer, or determining reasons for rejection.

PERFORMANCE CHECK: The instructor will evaluate the student's performance in the interview and make recommendations needed for improvement in appearance, behavior, communication, or preparation.
The instructor will check to see that the student can correctly identity the next step required after the interview for follow-through.

NOTE: If each student has previously identified a specific job description or job opportunity of interest, the student interview may be geared to the interest of the student.
Students may be assigned the task of arranging and/or conducting a career information interview with a potential employer in a community setting. Student report and employer feedback from the interview can be evaluated.

TASK #126:	**Starting and Keeping a Job**
PERFORMANCE OBJECTIVE:	Given the necessary forms, the student must be able to identify and use those forms commonly completed upon employment and demonstrate understanding of employer expectations for job performance.
TOOLS AND MATERIALS:	Employee withholding statement (W-2) Social security cards Apprenticeship applications Sample paycheck stub
STUDENT ACTION:	The student will discuss in class the various forms commonly used in initial employment. The student will discuss in class the types of payroll deductions usually encountered. The student will discuss employer expectations for performance in specific jobs, based upon production needs, training costs, benefits provided, costs of tardiness or absenteeism, and other factors.
PERFORMANCE CHECK:	The instructor will lead class discussion to cover forms appropriate for the local industry. The instructor will check to see that student discussion of pay and deductions covers appropriate federal, state, union, benefit contribution, and uniform purchase items. The instructor will evaluate class discussion for a good developing awareness of economic realities of employment.
NOTE:	A cooperative local employer may furnish an employee evaluation form or job applicant evaluation checklist useful for completing the task.

TASK #127:	**Leaving a Job and Moving Ahead**
PERFORMANCE OBJECTIVE:	The student must be able to identify and communicate both positive and negative reasons for leaving a job and demonstrate understanding of how leaving a job is related to future employment.
TOOLS AND MATERIALS:	Handout ("Questions Frequently Asked", JOB INTERVIEWS from Task #124)
STUDENT ACTION:	The student will identify both positive and negative reasons for leaving a job through class discussion or individual assignment. The student will discuss how past employment affects future jobs, including checking of references and future interview questions.
PERFORMANCE CHECK:	The instructor will evaluate class discussion to see that understanding of the following aspects is demonstrated: leaving a clean, neat working area; returning tools and equipment to proper place; appropriate individual at past employer to ask for reference; methods prospective employers may use in checking references and work history; questions prospective employers are likely to ask about past employment.